

Bulletin

MEMPHIS

STATE

COLLEGE

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MEMPHIS STATE COLLEGE



Member of:

The Southern Association of Colleges and Secondary Schools

The American Association of Colleges for Teacher Education

The American Council on Education

The Southern Intercollegiate Athletic Association

The National Collegiate Athletic Association

The Tennessee College Association

The Forty-third Session Will Open

Tuesday, September 14, 1954

CALENDAR, 1954-55

1954

SEPTEMBER							NOVEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4		1	2	3	4	5	6	
5	6	7	8	9	10	11	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	21	22	23	24	25	26	27	
26	27	28	29	30			28	29	30					
OCTOBER							DECEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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3	4	5	6	7	8	9	5	6	7	8	9	10	11	
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17	18	19	20	21	22	23	19	20	21	22	23	24	25	
24	25	26	27	28	29	30	26	27	28	29	30	31		
31														
1955														
JANUARY							MAY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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2	3	4	5	6	7	8	8	9	10	11	12	13	14	
9	10	11	12	13	14	15	15	16	17	18	19	20	21	
16	17	18	19	20	21	22	22	23	24	25	26	27	28	
23	24	25	26	27	28	29	29	30	31					
30	31													
FEBRUARY							JUNE							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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6	7	8	9	10	11	12	5	6	7	8	9	10	11	
13	14	15	16	17	18	19	12	13	14	15	16	17	18	
20	21	22	23	24	25	26	19	20	21	22	23	24	25	
27	28						26	27	28	29	30			
MARCH							JULY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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13	14	15	16	17	18	19	10	11	12	13	14	15	16	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	
27	28	29	30	31			24	25	26	27	28	29	30	
							31							
APRIL							AUGUST							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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10	11	12	13	14	15	16	14	15	16	17	18	19	20	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	
24	25	26	27	28	29	30	28	29	30	31				

COLLEGE CALENDAR — 1954-55

First Semester — 1954

September 13, Monday, 9:00 A.M.—College Faculty meeting, Library.
September 14, Tuesday, 10:00 A.M.—Counseling: sophomores, juniors, and seniors.
September 15, Wednesday, 8:00 A.M.—Registration: sophomores, juniors, and seniors.
September 16, Thursday, 9:00 A.M.—Freshman orientation.
September 17, Friday, 8:00 A.M.—Freshman registration.
September 18, Saturday, 9:00 A.M.—Registration: graduates and special students.
September 20—Classes meet as scheduled.
November 11, Armistice Day—Holiday.
November 15-16—Mid-semester examinations.
November 25-28—Thanksgiving holidays.
December 20-January 2—Christmas holidays.
January 17, 18, 19—Examinations.

Second Semester — 1955

January 25-26—Student-faculty conferences.
January 27-28—Registration: undergraduates.
January 29—Registration: graduates and special students.
January 31—Classes meet as scheduled.
April 6-7—Mid-semester examinations.
April 8-10—Easter holidays.
May 25, 26, 27, 28—Examinations.
May 30—Commencement.

Summer Session — 1955

June 6—Faculty-student conferences.
June 7—Registration.
June 8—Classes meet as scheduled.
July 4—Holiday.
July 13—Examinations. First term ends.
July 14—Registration: second term.
August 19—Examinations. Summer session ends.

STATE BOARD OF EDUCATION

Governor Frank G. Clement.....	Nashville
Commissioner Quill E. Cope, Chairman.....	Nashville
Hon. Fred S. Elliot.....	Whitehaven
Dr. Norman Frost.....	Nashville
Hon. Edward L. Jennings.....	Liberty
Hon. W. R. Landrum.....	Trenton
Hon. Chester Parham.....	Jackson
Mrs. Ferdinand Powell.....	Johnson City
Hon. Bartow Strang.....	Chattanooga
Hon. W. R. Webb.....	Bell Buckle
Hon. Sam Wilson.....	Loudon

COUNTY AND CITY SUPERINTENDENTS
OF WEST TENNESSEE

<i>County or City</i>	<i>Name</i>	<i>Postoffice</i>
Alamo.....	T. H. Strange.....	Alamo
Atwood.....	Roy Rimmer.....	Atwood
Bells.....	Basil J. Crider.....	Bells
Benton.....	Bert P. Cagle.....	Camden
Brownsville.....	E. D. Thompson.....	Brownsville
Carroll.....	J. C. Denton.....	Huntingdon
Chester.....	Tom Armour.....	Henderson
Covington.....	R. K. Castellaw.....	Covington, Byars-Hall School
Crockett.....	R. E. Black.....	Alamo
Crockett Mills.....	Melvin Carlton.....	Crockett Mills, Hamlett-Roberson School
Decatur.....	G. T. Kennedy.....	Decaturville
Dyer.....	H. Claude Moore.....	Dyersburg
Dyersburg.....	G. D. Stephenson.....	Dyersburg
Fayette.....	Joseph R. Martin.....	Somerville
Friendship.....	J. F. Bailey.....	Friendship
Gadsden.....	W. Frank Latham.....	Gadsden
Gibson.....	C. H. Cole.....	Trenton
Hardeman.....	Ben Carr.....	Bolivar
Hardin.....	H. F. Snodgrass.....	Savannah
Haywood.....	Joe T. Naylor.....	Brownsville
Henderson.....	Ira C. Powers.....	Lexington
Henry.....	John R. Miller.....	Paris
Hollow Rock.....	Joe T. Herndon.....	Hollow Rock, Central School
Huntingdon.....	C. H. Pudor.....	Huntingdon
Jackson.....	D. E. Ray.....	Jackson
Lake.....	Jack Brewer.....	Tiptonville
Lauderdale.....	Edric Owen.....	Ripley
Lexington.....	Paul G. Caywood.....	Lexington
Madison.....	Alton Copeland.....	Jackson
Maury City.....	Wilbur H. Smith.....	Maury City
McKenzie.....	W. O. Warren.....	McKenzie
McNairy.....	Carlie Hughes.....	Selmer
Memphis.....	E. C. Ball.....	Memphis, 317 Poplar
	A. C. Stimbert.....	Board of Education (Assistant Superintendent)
Newbern.....	Joe L. Mullins.....	Newbern
Obion.....	Joel Shore.....	Union City

<i>County or City</i>	<i>Name</i>	<i>Postoffice</i>
Paris	W. O. Inman	Paris
Shelby	George H. Barnes	Memphis, Courthouse
Tipton	Shannon Faulkner	Covington
Trezevant	A. J. Steele	Trezevant
Trimble	James M. McKee	Trimble
Union City	J. O. Maddox	Union City
Weakley	J. T. Miles	Dresden

COUNTY AND CITY HIGH SCHOOLS OF WEST TENNESSEE

<i>Name of School</i>	<i>Postoffice</i>	<i>Principal</i>
Adamsville	Adamsville	Max Hile
Alamo	Alamo	T. H. Strange
Beech Bluff	Beech Bluff	Neill B. Davis
Bells	Bells	Basil J. Crider
Bethel Springs	Bethel Springs	C. L. Hendrix
Big Sandy	Big Sandy	Hildon T. King
Blackwell, Nicholas	Bartlett	Ralph B. Hunt
Bolton	Arlington	Mrs. Louise B. Barrett
Bradford	Bradford	Russell R. Tuck
Brighton	Brighton	J. H. Bennett
Buchanan	Buchanan	Kermit Kemp
Byars-Hall	Covington	J. E. Simonton
Central	Bolivar	C. B. Hanna
Central	Bruceton-Hollow Rock	Joe T. Herndon
Central	Camden	Ford Hollingsworth
Central	Memphis	R. E. King
Central	Savannah	Rex G. Turman
Chester County	Henderson	James Williams
Clarksburg	Clarksburg	Otto Thomas
Cloverdale	Elbridge	W. B. Hargett
Collierville	Collierville	Herman Osteen
Cottage Grove	Cottage Grove	Julian Brewer
Crockett County	Maury City	Wilbur H. Smith
Decatur County	Decaturville	J. H. Johnson
Dixie	Union City, Rt. 2	Willard Bagwell
Dresden	Dresden	W. L. Darnall
Dyer	Dyer	Floyd C. Newsom
Dyersburg	Dyersburg	James C. Sawyers
East	Memphis	J. P. Snider
Fayette County	Somerville	J. W. Harden
Frayser	Frayser	Leon Stevenson
Friendship	Friendship	J. F. Bailey
Gadsden	Gadsden	W. F. Latham
Gibson	Gibson	James Webb
Gleason	Gleason	J. T. Moore
Grand Junction	Grand Junction	J. Simon Smith
Greenfield	Greenfield	Hubert Jaco
Grove	Paris	Dwight L. Norman
Halls	Halls	James C. Perry
Hamlett-Robertson	Crockett Mills	Melvin Carlton
Haywood County	Brownsville	George B. Herring
Henry	Henry	Charles K. Pullen
Holladay	Holladay	Charles T. Young

<i>Name of School</i>	<i>Postoffice</i>	<i>Principal</i>
Hornbeak	Hornbeak	C. D. Parr
Humboldt	Humboldt	Robert M. Davis
Humes	Memphis	T. C. Brindley
Huntingdon	Huntingdon	C. H. Pudor
Jackson	Jackson	C. J. Huckaba
Kenton	Kenton	J. V. Dowtin
Lexington	Lexington	W. L. Bobbitt
McKenzie	McKenzie	W. O. Warren
Malesus	Malesus	Wayman W. Barker
Martin	Martin	E. B. Eller
Mason Hall	Kenton, Rt. 4	Robert T. Jarvis
Medina	Medina	Joe Norvell
Mercer	Mercer	Mrs. J. J. Mulherin
Messick	Memphis	Shelby Counce
Michie	Michie	C. C. Gullett
Middleton	Middleton	J. C. Taylor
Milan	Milan	J. W. Thomas
Millington Central	Millington	Wm. L. Osteen
Morris Chapel	Morris Chapel	Glenn Harrison
Munford	Munford	E. C. Pritchett
Newbern	Newbern	Joe L. Mullins
North Side	Jackson	M. G. Anderson
Obion	Obion	J. W. Roberts
Palmersville	Palmersville	W. A. West
Parsons	Parsons	H. V. Webb
Peabody	Trenton	Lyle Putnam
Pinson	Pinson	Robert Q. Naquin
Puryear	Puryear	Charles W. Jenkins
Ramer	Ramer	L. G. Vaughn
Ridgely	Ridgely	Thomas Johnson
Ripley	Ripley	Charles V. Butler
Rives	Rives	George Blakemore
Rutherford	Rutherford	Quinton Atchison
Saltillo	Saltillo	N. B. Carman
Sardis	Sardis	G. G. Woody
Scotts Hill	Scott's Hill	R. F. Raines
Selmer	Selmer	B. T. Kiser
Sharon	Sharon	Jack Simmons
Shiloh	Pittsburgh Landing	W. C. Patterson
South Fulton	Fulton, Kentucky	M. N. Barrow
South Side	Memphis	C. H. Wadley
Spring Hill	Trenton	E. O. Jenkins
Springville	Springville	Basil G. Snider
Technical	Memphis	J. L. Highsaw
Tiptonville	Tiptonville	Jerry Burns
Treadwell	Memphis	W. L. Maybry
Trezevant	Trezevant	A. J. Steele
Trimble	Trimble	James M. McKee
Troy	Troy	W. B. Forrester
Union City	Union City	John E. Miller
Whitehaven	Whitehaven	F. S. Elliott
Whiteville	Whiteville	Milton R. Basden
Williams, Mabel C.	Germantown	J. D. Barnes
Woodland	Woodland Mills	Lester S. Betty
Yorkville	Yorkville	A. L. Sparks
Young, J. B.	Bemis	James L. Walker

COUNTY AND CITY SUPERVISORS OF WEST TENNESSEE

<i>County or City</i>	<i>Postoffice</i>	<i>Supervisor</i>
Benton.....	Camden.....	Mrs. Wyly C. Lockhart
Carroll.....	Huntingdon.....	Mrs. Sue McMackins
Chester.....	Henderson.....	Miss Della Murchison
Crockett.....	Alamo.....	Miss Naomi Kenner
Decatur.....	Decaturville.....	Mrs. Allie Mae Stevens
Dyer.....	Dyersburg.....	Mrs. Margaret Pope
Dyersburg.....	Dyersburg.....	Mrs. States Welborn
Fayette.....	Somerville.....	Miss Frances Wainright
Gibson.....	Trenton.....	Mrs. Jamie Carr Harris
		Mr. Mitchell Bennett
Hardeman.....	Bolivar.....	Mrs. Oma G. Dixon
Hardin.....	Savannah.....	Mrs. Winnie Range
Haywood.....	Brownsville.....	Miss Minnie McRae Powell
Henderson.....	Lexington.....	Miss Mary Margaret Ramsey
Henry.....	Paris.....	Miss Mary E. Cannon
Huntingdon.....	Huntingdon.....	J. O. Forbes
Jackson.....	Jackson.....	Mrs. Frances Barker
Lake.....	Tiptonville.....	B. L. Dillard
Lauderdale.....	Ripley.....	Miss Winnie Lee Bizzell
Madison.....	Jackson.....	Mrs. Hilda E. Cawthon
McKenzie.....	McKenzie.....	Mrs. W. O. Warren
McNairy.....	Selmer.....	Miss Kathleen Wright
Memphis.....	Memphis.....	Miss Edna Sebralla
		Miss Anne Nolen
		Miss Melville Jameson
		Miss Lala Stephens
		Mr. Harry B. Sharp
		Miss Catherine Moores
Obion.....	Union City.....	C. D. Hilliard
Shelby.....	Memphis.....	Mrs. Elizabeth Daggon
		Arthur Rauscher, Jr.
Tipton.....	Covington.....	Miss Dorothy Flowers
Trezevant.....	Trezevant.....	Mr. Cyril Pearson
Trimble.....	Trimble.....	Mrs. C. B. Fisher
Weakley.....	Dresden.....	Miss Louise Hunt

COLLEGE ADMINISTRATION**ADMINISTRATIVE OFFICERS**

J. Millard Smith, B.S., M.A.	President
R. M. Robison, B.A., M.A.	Dean
Lamar Newport, B.A., M.S.	Bursar
Flora Rawls, B.A., M.A.	Dean of Women
R. P. Clark, B.S., M.A.	Registrar

DIRECTORS OF SCHOOLS

W. P. Carson, B.A., Ph.B., M.A., Ph.D.	Director, School of Arts and Sciences
Edward I. Crawford, B.S., M.S., Ed.D.	Director, School of Business Administration
Bascom H. Story, B.S., M.A., Ed.D.	Director, School of Education
	Acting Director, Graduate School

ADMINISTRATIVE STAFF

Mrs. Ada Marie Bell	Secretary to the Registrar
Mrs. Mary B. Bradford, B.S., M.A.	Regional Supervisor of Instruction
Mrs. Matilda Caruthers	Assistant Dietitian
Morgan Christian, B.S., M.A.	Regional Supervisor
Leo Davis, B.A., M.S.	Director of Student Enterprises
Robert H. De Zonia, B.S.	Alumni Sect'y. and Dir. of Public Relations
Mrs. Frances Duncan	Assistant Hostess, Mynders Hall
Mrs. Evelyn P. Fisher, B.S.	Secretary, School of Business Administration
Wanda Ford	—Secretarial Assistant—Dean's Office
Mrs. Hilde W. Haggh	Secretary, ROTC
Mrs. Nell Haynes	Hostess, Mynders Hall
Louella Hediger	Secretary, Alumni Office
Ray Herzog	Engineer
Mrs. Doris Y. Herzog	Hostess, Scates Hall
Dr. A. G. Hudson	College Physician
Aileen Hurley	Secretary to the Regional Supervisors of Instruction
Florence Illing, R.N., B.S., M.A.	College Nurse
Mrs. Betty Lenox	Secretary, Graduate School
Ethel Lewis	Secretary to the Dean
Mrs. Hazel S. Masey	Cashier
Mrs. Helen S. Peebles, B. A.	Dietitian
Mrs. Gertrude S. Perry	Secretary to the Registrar
Mrs. Rae C. Plitman, B.S.	Secretary to the Librarian
Kathryn Quisenberry	Secretary to the President
Mrs. Joan B. Ross	Secretary to the Dean of Women
Mrs. Novalyn Smothers	Recorder
Mrs. Kathryn C. Snipes	Secretary, School of Education
Mrs. Carol Stockslager	Secretary to the Dean of Women
Mrs. Mary Agnes St. John	Hostess, Student Center
Mrs. Margaret H. Warno	Manager, Bookstore
William R. Warnock, B.S.	Assistant Bursar
Eunice Whitaker	Secretary to the Bursar
Mrs. Sarah J. Wynn, B.A., M.A.	Secretary, School of Arts and Sciences

FACULTY COMMITTEES FOR 1953-54

The President of the College is ex-officio member of all committees.

ADMINISTRATIVE: Administrative Officers and Chairmen of Departments

ATHLETIC: Robison, Curlin, Davis, Coltharp, Humphreys, R. W. Johnson, Mitchell, Newport

DESOTO: Taft, McCormack, Newport, Chairman of Student Government, and Editor of the Desoto

DISCIPLINE: Rawls, Brown, Clark, McCormack, Robison

ENTRANCE AND CREDITS: Clark, Rumble, Hughes, Kaltenborn, Markle, Rudolph

EXTENSION: Crader, Story, Carson, Clark, Crawford

FACULTY TENURE: Carson, S. H. Johnson, Fox, Miller, and Chairman of Department concerned

LIBRARY: Evans, Boom, E. L. Brown, Cobb, Holmes, Jennings, McGowan

PUBLIC PROGRAMS: Harris, Mitchell, Newport, Rawls, White

RELIGIOUS ACTIVITIES: Fox, Brown, Hudson, Lundy

SCHOLARSHIPS AND LOANS: Hayden, Freeman, Rawls, Evans, Jennings

STUDENT ACTIVITIES: Rawls, Clark, Newport, Roane, Rumble, and four class presidents

STUDENT ELECTIONS: Mitchell, Carson, Clark, Rawls, Robison

TIGER RAG: Kendrick, Coltharp, Cobb, Heatherly, Humphreys, Newport, president of the student body, and editor of Tiger Rag

COLLEGE FACULTY**1953-1954**

- J. MILLARD SMITH (1946) *President*
B.S. (1929), Memphis State College; M.A. (1930), George Peabody College for Teachers.
- WILLIAM CARTER ABBETT (1949) *Instructor, English*
B.S. (1948), Memphis State College; M.A. (1949), Vanderbilt University.
- SHEILA ADEN (1952) *Assistant Professor, Latin*
B.S. (1927), M.A. (1933), George Peabody College for Teachers.
- MILDRED B. ALGEE (1953) *Instructor, Library Service*
B.S. (1931), Union University; M.A. (1951), George Peabody College for Teachers.
- HOLGER W. ANDERSEN (1949) *Associate Professor, Psychology*
B.A. (1926), Nebraska State Teachers College; M.A. (1930), University of Wyoming; Ph.D. (1937), George Peabody College for Teachers.
- SAM ANDERSON (1946) *Associate Professor, Mathematics*
B.A. (1929), Southwestern; M.A. (1932), George Peabody College for Teachers.
- PETER BANNON (1947) *Professor, English*
B.A. (1936), M.A. (1937), Ph.D. (1943), State University of Iowa.
- EUGENE BENCE (1949) *Assistant Professor, Speech and Drama*
B.S. (1933), Memphis State College; M.A. (1949), Northwestern University.
- AARON M. BOOM (1949) *Associate Professor, History*
B.A. (1940), M.A. (1941), University of Nebraska; Ph.D. (1948), University of Chicago.
- EMMETT L. BRASSEUX (1952) *Assistant Professor, Air Science and Tactics*
B.S. (1939), Ohio State University.
- DORRICE BRATCHER (1949) *Assistant Librarian*
B.A. (1939), Mississippi College; B.L.S. (1945), University of Chicago.
- WILLIAM A. BROTHERTON (1948) *Instructor, Industrial Arts*
B.S. (1948), Memphis State College; M.A. (1951), George Peabody College for Teachers.
- CARL D. BROWN (1952) *Assistant Professor, Biology*
B.S. (1947), Oklahoma Baptist University; M.S. (1947), Louisiana State University; Ph.D. (1951), Iowa State College.

COLLEGE FACULTY—Continued

- CHARLES S. BROWN (1940)..... *Associate Professor, History*
B.A. (1931), Union University; M.A. (1940), George Peabody College for Teachers.
- E. L. BROWN (1947)..... *Librarian*
B.A. (1931), Berea College; B.S. in L.S. (1935), Peabody Library School; M.A. (1938), University of Michigan.
- LEON W. BROWNLIE (1952)..... *Associate Professor, Education*
B.S. (1939), Sul Ross State College; M.Ed. (1947), Ph.D. (1952), University of Texas.
- OSCAR W. BUCHANAN (1952) *Instructor, Health and Physical Education*
B.S. (1948), M.A. (1949), University of Mississippi.
- E. LOUISE CAMBRON (1950)..... *Assistant Professor, Marketing*
B.S. (1947), Southeast Missouri State College; M.A. (1949), University of Iowa.
- W. PIERCE CARSON (1950)
..... *Professor and Director, School of Arts and Sciences*
B.A. (1915), Furman University; M.A. (1916), University of Chicago; Ph.D. (1925), Columbia University.
- EVELYN LUMBLEY CAUSEY (1950)..... *Instructor, Secretarial Science*
B.S. (1945), East Texas State Teachers College; M.A. (1948), George Peabody College for Teachers.
- R. P. CLARK (1946)..... *Registrar*
B.S. (1928), Memphis State College; M.A., (1933), George Peabody College for Teachers.
- MYRTLE COBB (1940)..... *Associate Professor, Education*
B.A. (1929), Pennsylvania College for Women; M.A. (1932), University of Pittsburgh.
- R. J. COLTHARP (1945)..... *Professor, Industrial Arts*
B.A. (1927), Wesmar College; M.S. (1938), Kansas State College.
- SAMUEL R. CORNELIUS (1949)..... *Associate Professor, English*
B.A. and B.S. (1941), Maryville College; M.A. (1943), Vanderbilt University; Ph.D. (1948), University of Pittsburgh.
- E. EARL CRADER (1952)..... *Professor, Education*
B.S. (1928), Southeast Missouri State College; M.A. (1946), Ph.D. (1952), George Peabody College for Teachers.
- EDWARD IRWIN CRAWFORD (1946)
..... *Professor and Director, School of Business Administration*
B.S. (1916), University of Washington; M.S. (1936), University of Southern California; Ed.D. (1946), New York University.
- JAMES C. CRUMBAUGH (1947)..... *Instructor, Psychology*
B.A. (1935), Baylor University; M.A. (1939), Southern Methodist University; Ph.D. (1954), University of Texas.

COLLEGE FACULTY—Continued)

- ZACH CURLIN (1924)..... *Assistant Prof., Health and Physical Ed.*
B.A. (1941), Vanderbilt University; LL.B. (1919), University of Memphis.
- JOHN ANDERSON DAVIS (1951)..... *Instructor, Social Science*
B.A. (1949), M.A. (1950), Southern Methodist University.
- VINCENT DE FRANK (1952)..... *Special Instructor, Music*
Violincello student of Percy Such, Georges Miguelle, Fritz Magg; conducting with Serge Koussevitzky. Former member of Detroit and St. Louis Symphony Orchestras. Conductor, Memphis Sinfonietta.
- NEIL J. DIKEMAN, JR. (1954)..... *Instructor, Marketing*
B.S. (1949), MBA (1950), University of Oklahoma.
- KENNETH S. DONAHUE (1951)..... *Instructor, Health and Physical Education*
B.S. (1951), M.S. (1953), University of Tennessee.
- JOHN G. DUKE (1952)..... *Assistant Prof., Air Science and Tactics*
B.B.A. (1948), University of Georgia
- PAUL B. EAHEART (1946)..... *Associate Professor, Music*
B.S. in Mus. Ed. (1937), Memphis State College; M.A. (1946), Northwestern University.
- DEAN GEORGE EPLEY (1952)..... *Assistant Professor, Sociology*
B.S. (1947), M.A. (1950), Kent State University; Ph.D. (1953), Michigan State College.
- B. TRAVIS ESTES (1951)..... *Laboratory Assistant, Chemistry*
B.S. (1947), Memphis State College.
- BERTIE HARVEY EVANS (1946)..... *Instructor, English*
B.A. (1915), University of Chattanooga; B.S., (1922), George Peabody College for Teachers.
- HENRY B. EVANS (1942)..... *Professor, English*
B.S. (1923), M.A. (1928), Ph.D. (1938), George Peabody College for Teachers.
- JOHN FARRIOR (1948)..... *Associate Professor, English*
B.A. (1939), M.A. (1944), Ph.D. (1954), University of North Carolina.
- ELTON FISHER (1949)..... *Associate Professor, Chemistry*
B.S. (1936), M.S. (1937), Brigham Young University; Ph.D. (1942), Iowa State College.
- J. ROY FITZPATRICK (1954)..... *Assistant Professor, Accounting*
B.S. (1947), Tennessee Polytechnic Institute; M.S. (1951), University of Kentucky.
- LORETTA FLOYD (1952)..... *Instructor, Health and Physical Ed.*
B.S. (1946), Alabama State College for Women; M.A. (1947), New York University.

COLLEGE FACULTY—Continued

- DEWEY B. FOLDEN, JR. (1949).....*Instructor, Biology*
B.S. (1947), B.A. (1948), Morris Harvey College; M.S. (1949), West Virginia University.
- JESSE W. FOX (1947).....*Associate Professor, Chemistry*
B.S. (1931), M.A. (1937), George Peabody College for Teachers.
- CHESTER P. FREEMAN (1934).....*Associate Professor, Biology*
B.S. (1921), Mississippi A.&M. College; M.A. (1923), George Peabody College for Teachers; M.S. (1927), University of Chicago; Ph.D. (1932), George Peabody College for Teachers.
- NOEL GILBERT (1948).....*Special Instructor, Music*
Student of Joseph Henkel, Scipione Guidi. Concert-master, Memphis Symphony Orchestra. Conductor, Memphis Concert Orchestra.
- JOHN R. GORDON (1947).....*Associate Professor, Sociology*
B.A. (1929), M.A. (1932), Baylor University; Ph.D. (1951), University of Texas.
- MARY FRANCIS GYLES (1949).....*Assistant Professor, History*
B.A. (1939), Woman's College, University of North Carolina; M.A. (1945), Ph.D. (1949), University of North Carolina.
- *WILLIAM D. HAGEWOOD (1953).....*Instructor, Mathematics*
B.A. (1951), David Lipscomb College; M.A. (1953), George Peabody College for Teachers.
- RAYMOND H. HAGGH (1950).....*Instructor, Music*
B. Mus. (1949), M.M. (1950), Northwestern University.
- RALPH G. HALE (1952).....*Director of Bands, Music*
Student of Frank Simon, Tilden Well. President Music Camp of the Ozarks. Director of Bands, Christian Brothers College, Memphis, Tennessee.
- GEORGE J. HARRIS (1947).....*Professor, Music*
B.A. (1936), Greenville College; M.M. (1947), Northwestern University.
- RALPH HATLEY (1947).....*Professor, Health and Physical Ed.*
B.S. (1936), M.A. (1950), University of Tennessee.
- GROVER H. HAYDEN (1918).....*Professor, Physical Science*
B.A. (1908), Peabody College, University of Nashville; M.A. (1928), Columbia University.
- HERSCHEL M. HAYES (1952).....*Instructor, Physical Sciences*
B.S. (1949), Middle Tennessee State College; M.A. (1950), George Peabody College for Teachers.
- VELMA B. HEATHERLY (1932).....*Associate Professor, Modern Languages*
B.S. (1928), M.A. (1932), George Peabody College for Teachers.

*Resigned, January, 1954

COLLEGE FACULTY—Continued

- MARY L. HEISKELL (1932).....*Associate Professor, Modern Language*
B.A. (1917), University of Wisconsin; M.A. (1931), University of Chicago.
- BESS L. HENDERSON (1927) *Associate Professor, Home Economics*
B.S. (1921), George Peabody College for Teachers; M.A. (1927), Teachers College, Columbia University.
- ROWLAND M. HILL (1948) *Professor, English*
B.A. (1928), Dickinson College; M.A. (1929), Ph.D. (1941), Boston University.
- ELMORE HOLMES (1947).....*Professor, Chemistry*
B.S. (1922), Princeton University; M.A. (1926), Columbia University; Ph.D. (1947), University of Tennessee.
- OWEN R. HUGHES (1921)..... *Professor, Philosophy and Psychology*
B.A. (1912), University of Tennessee; M.A. (1920), George Peabody College for Teachers.
- CECIL C. HUMPHREYS (1947) *Prof., Physical Ed., Director of Athletics*
B.S. (1936), M.A. (1938), University of Tennessee.
- CHARLES CARROLL IJAMS (1947) *Associate Professor, Physics*
B.A. (1936), Union University; M.S. (1937), Ph.D. (1941), Vanderbilt University.
- FLORENCE V. ILLING, R.N. (1951)
Instructor, Health and Physical Education
G.N. (1936), School of Nursing, Medical College of South Carolina; B.S. (1950), George Peabody College for Teachers; M.A. (1953), Memphis State College.
- R. W. JENNINGS (1951)
.....*Professor, Secretarial Science and Office Management*
B.S. (1927), University of Iowa; M.A. (1928), Ph.D. (1949), University of Kentucky.
- RAYBURN W. JOHNSON (1925)..... *Professor, Geography*
B.S. (1924), M.A. (1925), George Peabody College for Teachers; Ph.D. (1936), University of Chicago.
- *SAM H. JOHNSON (1949) *Assistant Professor, Education*
B.S. (1931), Memphis State College; M.A. (1939), Columbia University.
- VIRGINIA LEE JOHNSON (1940) .. *Assistant Professor, Secretarial Science*
B.S. (1930), Memphis State College; M.S. (1944), University of Tennessee.
- LOUIS H. KAISER (1951) *Assistant Professor, Air Science and Tactics*
B.S. (1948), University of Arkansas; M.A. (1950), University of Wyoming.
- HELEN H. KALTENBORN (1946) *Instructor, Mathematics*
B.A. (1931), Barnard College; M.A. (1934), Columbia University; Ph.D. (1938), University of Michigan.

*On leave of absence, 1953-54.

COLLEGE FACULTY—Continued

- H. S. KALTENBORN (1946)..... *Professor, Mathematics*
B.S. (1928), Carnegie Institute of Technology; M.S. (1931), Ph.D. (1934), University of Michigan.
- EVELYN KEMPE (1952)..... *Instructor, Speech and Drama*
B.A. (1947), Simpson College; M.A. (1951), University of Alabama.
- FRED COLEMAN KENDRICK (1949)..... *Assistant Professor, English*
B.A. (1928), Mercer University; M.A. (1947), University of Wisconsin.
- JOHN DILLINGHAM KIRBY (1954)..... *Associate Professor, Economics*
B.A. (1927), University of Illinois; M.A. (1930), Northwestern University; Ph.D. (1952), University of Texas.
- EUGENE W. LAMBERT (1951) *Professor, Health and Physical Education*
B.S.E. (1930), University of Arkansas; M.S. (1935), University of Texas; Ed. D. (1942), Columbia University.
- FREDERIC O. LARRABEE (1954)
..... *Assistant Professor, Management and Finance*
B.A. (1927), LLB (1930), State University of Iowa.
- UNDINE LEVY (1929)..... *Assistant Librarian*
B.A. (1912), Certificate in Library Science (1912), Mississippi State College for Women.
- EDWARD DANBY LEWIS (1949)..... *Associate Professor, English*
B.A. (1929), Yale University; M.A. (1935), University of Washington; Ph.D. (1941), Yale University.
- CARL H. LINDEN (1947)..... *Associate Professor, German*
B.A. (1936), Wayne University; M.A. (1937), Ph.D. (1940). University of Michigan.
- FRANK A. LOOB (1951)..... *Assistant Professor, Air Science and Tactics*
B.A. (1941), Fresno State College.
- MOZELLE LUNDY (1946)..... *Associate Librarian*
B.A. (1934), University of Tennessee; B.S. in Library Science (1942), Peabody Library School.
- ELNA BROWNING McBRIDE (1946)..... *Associate Professor, Mathematics*
B.S. (1930), M.S. (1931), University of Tennessee.
- MARIE McCORMACK (1914)..... *Instructor, Art and Penmanship*
- GENORA McFADDEN (1952)..... *Associate Professor, Education*
B.S. (1928), University of Virginia; M.A. (1931), University of Michigan; Ph.D., (1948), George Peabody College for Teachers.
- ROBERT W. McGOWAN (1949)..... *Assistant Professor, Biology*
B.A. (1946), Lambuth College; M.A. (1947), George Peabody College for Teachers.
- WAYNE McLaurin (1950)..... *Instructor, English*
B.A. (1948), Memphis State College; M.A. (1950), Duke University.

COLLEGE FACULTY—Continued

- POLLY McMILLAN (1952).....*Instructor, Health and Physical Education*
B.S. (1951), Memphis State College.
- *C. H. McNEES (1946).....*Assistant Professor, Chemistry*
B.S. (1928), Arkansas State Teachers College; M.A. (1935), George Peabody College for Teachers.
- HERBERT J. MARKLE (1951).....*Professor, Management and Finance*
B.B.A. (1932), University of Minnesota; M.A. (1949), Ph.D. (1951) State University of Iowa.
- BRUCE B. MASON (1953).....*Assistant Professor, Political Science*
B.S. (1947), North Texas State College; M.A. (1949) Texas Christian University; Ph.D. (1953) University of Texas.
- JAMES S. MATTHEWS (1949).....*Associate Professor, Geography*
B.S. (1936), M.A. (1941), Kent State University; Ph.D. (1949), University of Chicago.
- ETHEL TAYLOR MAXWELL (1952).....*Special Instructor, Music*
B.A. (1936), Southwestern. Voice student of Arthur Wrege, Jean Teslof, Estelle Liebling; opera with Luigi Rossi. Soprano soloist, Calvary Episcopal Church, Memphis, Tennessee.
- JAMES MERRIN (1950).....*Assistant Professor, English*
B.A. (1937), Southwestern; M.A. (1940), Ph.D. (1948), University of Chicago.
- WALTER S. MERRITT (1951).....*Assistant Professor, Air Science and Tactics*
B.S. (1931), College of the City of New York.
- WILLIAM D. MILLER (1948).....*Associate Professor, History*
B.A. (1939), University of Florida; M.A. (1943), Duke University; Ph.D. (1953), University of North Carolina.
- WILLIAM H. MILNER (1948).....*Associate Professor, Management and Finance*
B.A. (1916), University of Alabama; M.A. (1922), George Peabody College for Teachers.
- ENOCH L. MITCHELL (1939).....*Professor, History*
B.S. (1929), Memphis State College; M.A. (1938), George Peabody College for Teachers.
- *G. ROBERT MOHR (1950).....*Assistant Professor, Economics*
B.S. (1948), M.A. (1950), State University of Iowa.
- CHARLES F. NAGY (1951).....*Associate Professor, Accounting*
B.S. (1947), M.S. (1949), Indiana State College; CPA (1952), Tennessee.
- DELBERT P. NAVE (1950).....*Instructor, Industrial Arts*
B. Ed. (1934), Eastern Illinois State Teachers College; M.A. (1939), Ohio State University.
- EMIL C. NEMITZ (1954).....*Laboratory Assistant, Chemistry*
B.S. (1922), University of Illinois
- LEE N. NEWCOMER (1949).....*Associate Professor, History*
B.A. (1935), DePauw University; M.A. (1936), Ohio State University; Ph.D. (1948), Columbia University.

*Resigned, January, 1954

COLLEGE FACULTY—Continued

- ELIZABETH C. NAGY (1952) *Instructor, Management and Finance*
B.S. (1949), Indiana State College; M.B.A. (1950), Indiana University.
- EDWARD NOYES (1947) *Professor, History*
B.S. in Ed. (1938), M.A. (1940), Ph.D. (1945), Ohio State University.
- GEORGE W. PARCHMAN (1951) *Instructor, Biology*
B.S. (1948), M.A. 1949, George Peabody College for Teachers.
- HAILE D. PERRY (1953) *Instructor, Mathematics*
B.S. (1939), M.A. (1949), Sam Houston State College.
- ELIZABETH C. PHILLIPS (1953) *Instructor, English*
B.A. (1928), Maryville College; M.A. (1949), Ph.D. (1953), University of Tennessee.
- LARRY H. POTTER (1952) *Assistant Professor, Mathematics*
A.B.E. (1943), M.A. (1949), University of Florida.
- *RACHEL QUANT (1952) *Special Instructor, Music*
B.A. (1942), Hamline University; M.A. (1951), Smith College. Director of Music, Buntyn Presbyterian Church, Memphis.
- FLORA RAWLS (1947) *Dean of Women*
B.A. (1925), M.A. (1930), Vanderbilt University.
- HENRY L. REEVES (1953) *Instructor, Mathematics*
B.S. (1947), University of Alabama; M.A. (1951) George Peabody College for Teachers.
- RUDOLPH L. RENKER (1952) *Professor, Air Science and Tactics*
B.S. (1941), Lehigh University.
- ELMA ROANE (1946) *Assistant Professor, Health and Physical Ed.*
B.S. (1940), Memphis State College; M.S. (1943), University of Tennessee.
- JEROME P. ROBERTSON (1948) *Special Instructor, Music*
Student of Percy Rector Stephens, 1921-23; Enrico Rosati, 1924-25; Robert Hosea, 1926-27; Basil Ruysdael, 1928; Albert Jenotte, 1929; Gaetano DeLuca, 1930, Director of Music, Second Presbyterian Church, Memphis.
- R. M. ROBISON (1946) *Dean*
B.A. (1924), Southwestern; M.A. (1931), George Peabody College for Teachers.
- HENRY I. ROLAND (1947) *Principal of Training School*
B.A. (1924), Union University; M.A. (1930), George Peabody College for Teachers.
- A. S. RUDOLPH (1945) *Professor, Biology*
B.S. (1924), Western Kentucky State Teachers College; M.S. (1929), University of Kentucky, Ph.D. (1938), Iowa State College.
- HEBER ELIOT RUMBLE (1946) *Professor, Education*
B.A. (1924), Oakland City College; M.A. (1933), Ph.D. (1943), University of Illinois.

*Resigned, January, 1954

COLLEGE FACULTY—Continued

- LADA SANDS (1951) *Instructor, Home Economics*
B.S. (1939), Memphis State College.
- DOROTHY SEAY (1950) *Assistant Professor, English*
B.A. (1918), Randolph Macon; M.A. (1927), Ph.D. (1941), University
of Chicago.
- DARRELL D. SIMMONS (1950) *Instructor, Industrial Arts*
B.S. (1940), Arkansas State Teachers College; M.S. (1949), Okla-
homa A & M College.
- PAUL H. SISCO (1947) *Assistant Professor, Geography*
B.S. (1934), Memphis State College; M.A. (1947), George Peabody
College for Teachers.
- LAWRENCE C. SMITH (1949) *Instructor, Health and Physical Education*
B.S. (1949), M.A. (1953), Memphis State College.
- MURIEL B. SMITH (1953) *Instructor, Education*
B.S. (1922), M.A. (1931), Northwestern University.
- WALTER R. SMITH (1951) *Associate Professor, English*
B.A. (1939), Lambuth College; M.A. (1940), Southern Methodist
University; Ph.D. (1951), University of California.
- L. E. SNYDER (1933) *Instructor, Geography*
B.S. (1931), M.A. (1932), George Peabody College for Teachers.
- GEORGE R. SOIKA (1952) *Assistant Professor, Philosophy and Psychology*
B.A. (1948), Birmingham-Southern College; M.A. (1950), Ph.D.
(1953), George Peabody College for Teachers.
- DANIEL C. SOSSOMON (1951) *Assistant Professor, History*
B.A. (1942), M.A. (1948), Ph.D. (1953), University of North Carolina.
- JESSE W. SPICELAND (1949) *Assistant Professor, Accounting*
B.S. (1947), Southern Illinois University; M.S.B.A. (1948), Wash-
ington University; CPA (1951), Tennessee.
- CHARLES R. SPINDLER (1950) *Associate Professor, Marketing*
B.S. (1939), Northeast Missouri State Teachers College; M.A.
(1942), State University of Iowa.
- BASCOM H. STORY (1951) *Professor and Director, School of Education*
B.S. (1934), North Texas State Teachers College; M.A. (1941),
Southwest Texas State Teachers College; Ed. D. (1949), University
of Texas.
- CALVIN M. STREET (1939) *Associate Professor, Industrial Arts*
B.S. (1939), Memphis State College; M.S. (1946), Ed.D. (1953),
University of Tennessee.
- DONALD C. STREETER (1948) *Professor, Speech and Drama*
B.S. (1933), University of Minnesota; M.A. (1938), Ph.D. (1948),
State University of Iowa.
- WILLIAM HOWARD TAFT (1950) *Associate Professor, English*
B.A. (1937), Westminster; B. J. (1938), M.A. (1939), Missouri;
Ph.D. (1951), Western Reserve.

COLLEGE FACULTY—Continued

- JAMES WOODALL TAYLOR (1953) *Instructor, Geography*
B.S. (1947), Austin Peay State College; M.A. (1950) Syracuse University.
- MINAPERLE TAYLOR (1948) *Special Instructor, Music*
B.A. (1923), M.M. (1925), Chicago Musical College. Voice student of Burton Thatcher, Berlle Forbes Cutter, Percy Rector Stephens, Herbert Witherspoon, William S. Brady, Richard Hageman, Oscar Sanger.
- *INELL TEAGUE (1948) *Instructor, Secretarial Science*
B.S. (1936), Memphis State College; M.A. (1941), George Peabody College for Teachers.
- CLARENCE L. UNDERWOOD (1950) *Associate Professor, Education*
B.S. Agr. (1918), West Virginia University; M.S. (1920), Ohio State University; Ph.D. (1935), University of Pittsburg.
- WILLIAM W. VICKERY (1951) *Assistant Professor, Air Science and Tactics*
B.S. (1947), Alabama Polytechnic Institute.
- HAROLD Q. WEBB (1954) *Instructor, Secretarial Science*
B.A. (1949), Morehead State College; M.A. (1954), University of Kentucky.
- THOMAS H. WEBBER, JR. (1952) *Special Instructor, Music*
Associate Degree, American Guild of Organists, 1929, Board of Regents, New York University. Director of Music, Idlewild Presbyterian Church, Memphis, Tennessee.
- ALMA WHITAKER (1947) *Assistant Professor, Home Economics*
B.S. (1929), Memphis State College; M.S. (1941), University of Tennessee.
- BRADFORD WHITE (1948) *Associate Professor, Speech and Drama*
B.A. (1934), University of North Carolina; M.F.A. (1939), Yale University.
- *A. EARL WILKINSON (1948) *Instructor, Psychology*
B.S. (1946), North Texas State Teachers College; M.A. (1948), Southern Methodist University.
- RUTH WOODBURY (1953) *Instructor, History*
B.A. (1940), M.A. (1940), University of Mississippi.
- LAWRENCE WYNN (1950) *Assistant Professor, English*
B.A. (1936), Emory University; M.A. (1940), Duke University; M.A. (1947), Ph.D. (1951), Princeton University.

*On leave of absence, 1953-54.

TRAINING SCHOOL FACULTY

1953-1954

- H. I. ROLAND (1947) *Principal*
B.A. (1924), Union University; M.A. (1930), George Peabody College for Teachers.
- PERRY ALEXANDER (1947) *Supervising Teacher, First Grade*
B.S. (1950), M.A. (1953), Memphis State College.
- MARY ANDERSON (1951) *Supervising Teacher, Third Grade*
B.S. (1947), Memphis State College; M.A. (1952), George Peabody College for Teachers.
- OPAL COLEMAN (1931) *Supervising Teacher, Third Grade*
B.S. (1925), Texas State College for Women; M.A. (1932), George Peabody College for Teachers.
- MATTIE LOU CONNELL (1930) *Supervising Teacher, Fourth Grade*
B.S. (1929), M.A. (1930), George Peabody College for Teachers.
- MARY DUNN (1924) *Supervising Teacher, Second Grade*
B.S. (1928), M.A. (1932), George Peabody College for Teachers.
- B. E. FULGHUM (1948) *Supervising Teacher, Physical Education*
B.S. (1930), Memphis State College; M.A. (1942), George Peabody College for Teachers.
- ELBA GANDY (1948) *Supervising Teacher, Music*
B.M.E. (1944), Louisiana State University; M.M. (1946), Northwestern University.
- MILDRED GRAGG (1949) *Supervising Teacher, English*
B.S. (1941), Memphis State College; M.A. (1948), George Peabody College for Teachers.
- CLAIRE HENRY (1952) *Supervising Teacher, First Grade*
B.S. (1953), Memphis State College.
- JANET TADLOCK JENNINGS (1952) *Supervising Teacher, First Grade*
B.A. (1940), M.A. (1946), University of Kentucky.
- HELEN KIRBY (1943) *Supervising Teacher, Sixth Grade*
B.S. (1929), M.A. (1945), George Peabody College for Teachers.
- EMMA LANE LEA (1934) *Supervising Teacher, Social Science*
B.S. (1932), Memphis State College; M.A. (1934), George Peabody College for Teachers.

- JOHN ETHEL MEASELLS (1946) *Librarian*
 B.S. (1931), Memphis State College; M.A. (1946), B.S. in Library
 Science (1951), George Peabody College for Teachers.
- IRENE MOORE (1929) *Supervising Teacher, Fifth Grade*
 B.S. (1929), Memphis State College; M.A. (1940), University of
 Texas.
- NELLE MOORE (1948) *Supervising Teacher, Fourth Grade*
 B.A. (1930), Lambuth College; M.A. (1946), Duke University.
- DELBERT P. NAVE (1950) *Part-time Supervising Teacher, Industrial Arts*
 B. Ed. (1934), Eastern Illinois State Teachers College; M.A. (1939),
 Ohio State University.
- VIVIAN NEWMAN (1953) *Supervising Teacher, Second Grade*
 B.S. (1937), Memphis State College.
- ANNIE LAURIE PEELER (1930) *Supervising Teacher, Sixth Grade*
 B.S. (1929), M.A. (1930), George Peabody College for Teachers.
- LADA SANDS (1951) *Part-time Supervising Teacher, Home Economics*
 B.S. (1939), Memphis State College.
- NELLE C. SHORT (1930-40) (1942) *Supervising Teacher, English*
 B.S. (1928), M.A. (1929), George Peabody College for Teachers.
- JOHN CHRIS STATHIS (1952) *Supervising Teacher, Mathematics, Science*
 B.S. (1950), M.A. (1951), Memphis State College.
- JULIA THOMAS (1947) *Supervising Teacher, Second Grade*
 B.S. (1947), Memphis State College; M.A. (1951), George Peabody
 College for Teachers.
- MARY ROSS TURNER (1937) *Supervising Teacher, Latin, Mathematics*
 B.A. (1923), University of Alabama.
- EVELYN WARR (1949) *Supervising Teacher, Fifth Grade*
 B.A. (1930), University of Mississippi; M.A. (1952), Memphis
 State College.
- MARY K. WIGGINS (1951) *Supervising Teacher, Fourth Grade*
 B.S. (1935), Delta State Teachers College; M.A. (1951), Memphis
 State College.

HISTORICAL STATEMENT

The State Normal Schools of Tennessee were established by an act of the General Assembly of 1909. That act is popularly known as the General Education Bill, and included appropriations for all public school agencies of the state. It provided that thirteen per cent of the State School Fund—which was thirty-three and one-third per cent of the gross revenues of the state—should be used for the establishment and maintenance of normal schools.

The law vested the location and control of the normal schools in the State Board of Education. Acting under this authority, the State Board of Education received proposals from various cities and counties in the state for the location of the normal schools, and finally decided upon the location of three schools for the training of white teachers, as follows: West Tennessee State Normal School at Memphis, Shelby County; Middle Tennessee State Normal School at Murfreesboro, Rutherford County; and East Tennessee State Normal School at Johnson City, Washington County. These cities and counties made most generous appropriations in consideration of the location of the schools. Memphis and Shelby County issued bonds for the West Tennessee State Normal School to the amount of \$350,000 and donated a site of approximately fifty acres, to which was added thirty acres, the whole forming a beautiful campus now within the corporate limits of Memphis.

The school appropriations and the accumulation from the State School Fund for three years were invested in a magnificent main building and a dormitory, and the institution was formally opened on September 15, 1912. The West Tennessee school, like the other state institutions, which were opened the year previous, had a most gratifying attendance from the very start; and the succeeding years have been even more successful.

PURPOSE OF THE COLLEGE

The General Education Law of 1909, which created state normal schools, declared their purpose to be "the education and professional training of teachers for the elementary schools of the state." The Act of 1925 provided for teachers colleges and declared that the function of such colleges should be to prepare teachers for the public schools of the state. In accordance with these laws Memphis State College is preparing elementary and high school teachers, instructors and supervisors in special subjects, and principals and superintendents of county and city schools.

In order to meet more adequately the educational needs of this section of the state, the name of the college was changed by the state legislature in 1941 from "State Teachers College" to "Memphis State College," and began to offer subjects generally included in a general liberal arts curriculum, and in addition many other subjects which are demanded by the public school system of the state. By 1950, Memphis State College had grown to such an extent that it was felt to be necessary to reorganize the college in order to serve more effectively the students of West Tennessee and the surrounding areas. By permission of the State Board of Education and by faculty action, the general college was divided into the following schools: Arts and Sciences, which was to offer preprofessional training and the basic liberal arts work; Business Administration, which was to provide a

program of professional training at the college level for those who wish business training; Education, which was to provide a program of teacher education which would promote the growth and development necessary for successful teaching; and a graduate school which was to offer a program leading to the Master of Arts degree with a major in education and with minors in various areas. In 1954 the graduate school increased its program by offering majors in English, Geography, and History in addition to the major in Education.

THE COLLEGE PLANT

Location.—Memphis State College is located on a campus of eighty acres in the eastern part of the city of Memphis.

Administration Building.—The administration building is an imposing structure containing the offices of the president, dean, registrar, bursar, and the directors of the several schools. The dean of women's office and the alumni office are also located in this building. In addition to classrooms for the departments of art, business administration, classical and modern languages, education, English, history, mathematics, music, philosophy and psychology, and social science, the administration building contains individual office space for the instructors in these departments.

Manning Hall.—The science building, erected in 1930, is named in honor of Priestly Hartwell Manning, who was the first teacher of science in Memphis State College, and a member of the first faculty which began work in the State Normal School in 1912.

The Department of Chemistry occupies the first floor and the basement level. In addition to modern laboratories and class rooms, the first floor contains the science auditorium, which is equipped for visual aids and is available for scientific lectures and demonstrations. The laboratories and the class rooms of the physics and biology departments are located on the second floor. The Department of Home Economics occupies the entire third floor of Manning Hall, which includes a demonstration apartment consisting of a living room, dining room, bedrooms, kitchen, closets, and store rooms.

The Library Building, erected in 1927, is named for former President John Willard Brister. It has recently been remodeled and expanded so that it will have a capacity of 150,000 volumes. The collection at present numbers 57,000 volumes. Subscriptions and files are maintained for periodicals of a general and specialized nature to fill the needs of the curriculum.

The funds appropriated for the use of the library enable the college to maintain the standards set by accrediting agencies.

Mynders Hall is a fireproof building offering modern, attractive quarters to 160 girls. Dormitory facilities include attractive parlors, sound proof music rooms, a laundry equipped with automatic washers, dryers, and ironers for the use of the students, a kitchen for use in entertaining, and a sun deck. Rooms are arranged in suites of two bedrooms with connecting tile bath. Most suites accommodate three girls; a few accommodate four. Each room has a closet for each occupant, single beds with innerspring mattresses, chest, desk, desk chairs, and easy chairs. Floors are covered with asphalt tile.

Scates Hall is a three story structure with a capacity of 136 men students. This building has a three-room apartment for the

manager and his family. The halls are well lighted, sound proof, and air conditioned. Each room is equipped with furniture for from one to three occupants. All floors are of concrete and are covered with asphalt tile. Each room also contains two closets and two double electric outlets for study lamps and radios.

Hayden Hall, completed in the summer of 1952, is named in honor of Professor Grover H. Hayden, professor since 1918. Fireproof and modern in every detail, it is a two-story, three-unit building designed to house 72 men students.

Training School.—The Training School Building is designed to accommodate the elementary school and the junior high school. It has twenty-four classrooms, an auditorium, a library, and a cafeteria. The school has a normal enrollment of over 700, and furnishes facilities for training student teachers and opportunities for observing good teaching procedures.

Gymnasiums.—There are two buildings. One, erected in 1928, has offices for the teaching staff, two class rooms, and space for corrective exercises and recreational activities. This building is used for physical education classes for men and has shower and locker rooms for their use. The new building with a seating capacity of 4000 for basketball games was completed in 1951. It has shower and dressing facilities for the varsity athletic teams, and shower and locker rooms for women's physical education classes.

Student Center.—The college recognized the importance of providing a place where social life of students may be centered. The newly erected Student Center adjoins the cafeteria, and maintains a soda fountain, snack bar, and offers facilities for games, dancing, and group meetings. It is beautifully decorated and equipped in a modern manner. The second floor of the Student Center has sorority and fraternity rooms and quarters for the Panhellenic hostess.

Cafeteria.—The cafeteria, at the east end of the Student Center, is a newly decorated structure with a seating capacity of 500. The large and well-lighted kitchen is provided with all modern conveniences, including up-to-date ranges, ovens, and cold storage.

AF-ROTC Building.—The west end of the Student Center houses the AF-ROTC class rooms and offices for the ROTC staff. This area also has been recently redesigned and redecorated to suit the needs of the military unit.

The Power Plant.—The power plant contains a battery of boilers for the heating of all the buildings on the campus.

Industrial Arts Building.—The industrial arts building was built in 1941 for the use of the N. Y. A. In 1946-47 it was remodeled and modernized at a cost of \$64,000. It is of concrete block construction, faced with brick veneer. It provides facilities for woodwork, drafting, metalwork, electricity, ceramics, photography, and general shop practices.

Veterans Houses.—Nineteen buildings were erected on the northern portion of the campus in 1946-47. The buildings provide housing facilities for 75 families. The buildings were erected by the F. P. H. A. to relieve the housing shortage for married veterans.

College Auditorium.—This auditorium is designed to seat approximately twelve hundred persons and is used for college assemblies. The stage has been modernized to provide more adequately for the

dramatic and musical productions that are sponsored by these departments.

The lighting system has been redesigned in order to provide proper lighting effects for any type of production that may be offered on the modern stage.

The new addition to the stage provides workshops, dressing rooms, and lavatory facilities. The stage is also equipped with a concert grand piano and a connsonata electric organ. The stage well rises fifty feet above the floor level and contains a fully equipped counter weight system for scenery.

Health Center—Services of a physician and a registered nurse are provided for minor treatment and consultation in the College Health Service which is located on the first floor of the Administration Building. The student is responsible for arrangements for hospitalization or medical care beyond that offered by the Health Service. Parents of resident students will be notified by the Health Service if medical care is necessary.

Bookstore—The College Bookstore is located on the first floor of the Administration Building. Here the students may purchase their textbooks and other supplies.

Post Office—Each dormitory student is expected to rent a mailbox to facilitate the handling of his mail, and should have his mail addressed: Memphis State College Station, Memphis 11, Tennessee.

GENERAL INFORMATION

When To Enter:—The college year covers two semesters, and a summer session. Students may enter during the registration period of any of these terms.

The summer session carries courses for two accelerated six-week terms as well as full session courses.

During the summer session a student may carry approximately two-thirds of the number of hours that he would be allowed to carry during a full semester of work.

Room Reservation—Students entering Memphis State College and wishing to live in the dormitories should make application at the earliest possible date. Rooms are reserved in the order in which applications are received. A deposit of \$10.00 is required for reservation, the amount of the fee being credited to the expense of the term. The reservation fee is refunded if notice of cancellation is received 30 days before the opening of the semester for which the reservation is made; it is not refunded on later notice.

Students living in the dormitories during the second semester and wishing to retain a room for the first semester should make this reservation early in the spring.

Reservations for the women's dormitory are made with the Dean of Women; for the men's dormitories with the Dean of the College.

What Students Furnish.—Students expecting to live in the dormitories should bring the following articles: towels, bed linen, blankets, and a pillow. Students in the dormitories are required to keep their own rooms in order.

Conduct.—It is assumed that applicants for admission to Memphis State College are ladies and gentlemen and every consideration will be shown them as such until, by their own acts, they forfeit the confidence reposed in them. Rules of government and regulations in regard to general conduct are, of course, necessary. Whenever any number of people live together, each must forfeit some individual privilege for the general good. The rules and regulations are of such nature as to secure ready conformity and also sympathy and co-operation on the part of students in making them effective.

Possession of firearms or fireworks is prohibited. Students who bring firearms to the campus are subject to dismissal.

Students are expected to give their college obligations first consideration, to be prompt and regular in attendance on all classes and examinations, and to observe properly the hours set apart for study by making diligent use of the same.

Hazing.—Any form of hazing is positively forbidden.

Railway and Baggage.—Memphis is easily reached by a number of railway and bus lines. Students coming to Memphis State College via the Southern Railway may get off at Buntyn, but trunks which they have checked will be carried to Union Station. Students make their own arrangements with transfer companies for delivery of their trunks and baggage to the dormitories.

Special Advantages.—In addition to the usual school advantages, the college offers its students many opportunities that are considered especially valuable.

All of the large libraries in the city of Memphis furnish free use of their books and buildings to the students of the college.

The students of this institution are given free admission to the lecture course of Goodwyn Institute, probably the most extensive and celebrated course of its kind in the United States. Students have the opportunity of attending the performances of professional stage plays, grand and light operas, symphony orchestras, and of other musical and theatrical artists.

Leading business and manufacturing enterprises of the city offer free inspection and study of their business methods and plants to classes of the college students accompanied by their instructors.

Co-operation.—Memphis State College regards itself as an integral part of the public school system of Tennessee and recognizes the need of the closest co-operation with the county and city school authorities. Accordingly, it constantly endeavors to serve faithfully all public school interests, especially by the preparation of better teachers for the schools. In this work it has uniformly received the hearty support of public school authorities.

Placement Service.—Memphis State College is not a teachers' agency and it can not guarantee positions to its graduates. It endeavors, however, to place students with satisfactory records in good school positions, and it invites county and city school authorities to make use of its placement service in securing desirable teachers.

Alumni Association.—Memphis State College has recently reorganized its Alumni Association and now maintains active contact with most of its graduates. The association is for the mutual benefit of the

graduates and the college. An Alumni Office is maintained in the Administration Building and has the services of a secretary and staff. Annual meetings of the association are held on the college campus each autumn in connection with the homecoming football game.

All graduates of Memphis State College are urged to keep in contact with the Alumni Office. Students in attendance at the college are invited to become acquainted with alumni activities.

LOAN FUNDS

1. The College Loan Fund. The college has a revolving loan fund from which it makes loans in varying amounts to eligible students.

2. The Aull Loan Fund. A fund of \$250.00, contributed by Mrs. Genevieve Aull, is to be used for loans to members of the senior class who have demonstrated their scholastic eligibility by one or more years of satisfactory work in residence at the college.

3. The United States Daughters of 1812 Loan Fund. This fund of \$625.00, donated by the Old Hickory Chapter, U.S.D., of 1812, Memphis, consists of three awards, as follows: (1) the Mary Robinson Day Memorial Scholarship of \$250.00; (2) the Martha Moore Allen Scholarship of \$250.00; and (3) the Willis Hitzing Scholarship of \$125.00. All three of these awards are loan funds, and may be awarded to a man or woman on recommendation of the faculty.

4. The Shelby County Parent-Teacher Association Loan Fund. This is a fund of \$602.38, available in varying amounts to eligible students who apply to the College Loan Fund Committee.

5. The American Association of University Women Loan Fund. This fund of \$200.00, administered by the Memphis Branch of the A.A.U.W., is available to women students recommended by the college.

6. The John W. Brister Loan Fund. On the occasion of the twenty-first birthday celebration of the college, the members of the faculty presented a fund of \$150.00 to be named in honor of the late President John Willard Brister.

7. The Class of 1933 Loan Fund. This fund of \$102.00 was donated by the Class of 1933 as a class memorial.

8. The Quota Club Loan Fund. This is a fund administered by the Quota Club of Memphis. Women students of junior or senior rank are eligible to receive loans from this fund. Applications may be made to Mrs. Ellen Davies Rodgers, Chairman of the Education Committee of the Memphis Quota Club.

9. The Zonta Club Loan Fund. The Zonta Club of Memphis has established a loan fund of \$250.00, to be increased from year to year. Eligible junior and senior women may apply to the dean of women, who will submit their names to a committee of the Zonta Club for selection and approval.

10. The Ernest C. Ball Loan Fund. This fund of \$280.36 is available for loans to eligible students.

11. The Marion Circle Loan Fund. This fund of \$100.00 is available for loans to eligible students.

12. The Kappa Lambda Sigma and Phi Lambda Delta Loan Fund. This fund of \$206.00 was presented by the Kappa Lambda Sigma sorority and the Phi Lambda Delta fraternity in memory of those Phi Lambda Deltas who lost their lives in World War II.

Except as otherwise specified, applications for loans from any of the funds listed above should be made to Professor G. H. Hayden, Chairman of the Scholarships and Loans Committee.

SCHOLARSHIPS

1. The P. H. Manning Scholarship Fund. The late Professor P. H. Manning, who was connected with the college for a number of years from its beginning, left the bulk of his estate to be used by the State Board of Education to provide scholarships for young men students meeting certain conditions set forth in his will. These scholarships of \$100.00 each are given to young men from the counties of Gibson, Henderson, Carroll, and Decatur. Application should be made to Professor G. H. Hayden, Chairman of the Scholarships and Loans Committee.

2. The American Association of University Women Scholarship. The Memphis Branch of the A.A.U.W. awards a \$200.00 scholarship on alternate years to a senior woman for graduate study. In making the award the following points are considered: (1) the college scholarship record of the applicant for the semester preceding January 25; (2) the need for financial assistance; (3) intention to graduate from the college; and (4) general acceptability. Applications for this scholarship are to be made by January 25 of each year to the A.A.U.W. Scholarship Committee, through the dean of women.

3. The Robert H. Parish, Jr., Memorial Scholarship amounting to \$150.00 annually is a four year scholarship offered each year to a male graduate of East High School, Memphis, Tennessee. The scholarship is a memorial established by Mr. and Mrs. Robert H. Parish of Memphis to their son, Robert H. Parish, Jr.

4. The Rosalyn Levy Memorial Scholarship has been established by Dr. Louis Levy. The scholarship of \$100.00 annually will be awarded to a student who shows promise of outstanding accomplishment on one of the stringed instruments.

5. The Kahn Trust provides for two scholarships, each of \$100.00 per annum, to be awarded to students of the violin, viola, cello, or bass viol.

6. The Arabesque Music Scholarship began in 1949. The recipient is awarded \$63.00 a semester to a total of \$126.00. To receive this award the applicant must be or plan to become a music major, have and maintain a C average, need financial assistance, and be approved by the Arabesque Club. Applications for this scholarship should be made to the Music Scholarship Committee.

7. The Yeargin Piano Scholarship set up in 1952 by G. S. Yeargin, Jr., of Memphis, provides \$67.50 a semester to be awarded to students who show promise of outstanding accomplishment on the piano. Application should be made to the Music Scholarship Committee.

8. A scholarship fund has been set up at Memphis State College for outstanding students who wish to do college work in the field of the social sciences (economics, geography, political science, sociology). The fund has been providing a scholarship of \$100 for two freshman, two sophomore, two junior, and two senior students each year. Half of the scholarships are awarded to students from Shelby County and half to students from West Tennessee outside of Shelby County. The freshman student selected may be either a boy or a girl whose average

grade during the four years of high school is among the highest ten percent in the school. For further information contact the Social Science Scholarship Committee.

9. The Nellie Angel Smith Scholarship, established in honor of Dr. Smith by friends and former students, provides an annual scholarship of \$100.00 to a student from West Tennessee wishing to major in Latin. Applications for this scholarship should be made by May 1st each year through the Dean of Women's office.

10. The Coterie Club Scholarship. For several years the Coterie Club, a women's organization of Memphis interested in the arts and philanthropies, has provided a scholarship to a young person for the purpose of continuing the study of the Fine Arts.

AWARDS

The Women's Association of the college offers an award annually to the woman member of the senior class who, having done all her work at this institution, shows the highest scholastic attainment.

The international fraternity of Delta Sigma Pi annually awards a scholarship key to the senior man majoring in business administration with the highest scholastic average.

The City Pan-Hellenic Association makes an award each year to the sorority woman in the graduating class with the highest average.

STUDENT ACTIVITIES

Student activities provide opportunities for recreation, for developing interests, and for building leadership and initiative. These activities are under the direction of a committee composed of the presidents of the four classes and five faculty members. The Student Activity Committee sets standards for student life, regulates and arranges social functions, and allocates funds from the Student Activity fees for the support of various activities.

Student Government—Student affairs are under the direction of a council composed of representatives of all student organizations. This council serves as a lower house; the Student Activity Committee serves as an upper house. The officers of the student government are a president, vice president, and a secretary.

Sororities and Fraternities—The following national sororities and fraternities have chapters on the campus: for women, Alpha Delta Pi, Alpha Gamma Delta, Alpha Xi Delta, Delta Zeta, Phi Mu, Sigma Kappa and local, Theta Mu; for men, Kappa Alpha, Kappa Sigma, Lambda Chi Alpha, Phi Epsilon Pi, Pi Kappa Alpha, Sigma Alpha Epsilon and one local, Chi Sigma. Students carrying as many as 12 hours and maintaining a "C" average for the preceding semester may become members on invitation.

Clubs—The college has a number of clubs which serve the diverse interests of the students.

The Arabesque Club is open to all students interested in music. Its objective is the promotion of interest in music through production and participation in musical activities in Memphis.

The Arts Club brings together a group of students interested in the various fields of the arts, such as music, art, journalism, and dramatics. Activities of the club include visits to the Brooks Memorial Art Gallery, Memphis Museum, and programs dealing with the various arts.

The Association of Childhood Education is an international organization for leaders in the field of elementary education. Through speakers, visits to schools, and discussions, the local chapter promotes good fellowship and understanding of the problems and opportunities in the profession.

The Biology Club, open to all students interested in biology, is designed to stimulate further interest in the various fields of biology through visiting speakers, motion pictures, and group discussions.

The Chemistry Club functions as a student affiliate section of the American Chemical Society. Membership is open to any man or woman who is a major in chemistry or who has a great interest in the chemical fields. Programs offer professional contacts with many speakers outstanding in the field of chemistry.

The Cub Club is organized to foster school spirit. The members are elected from every club and organization on the campus. Fifteen freshmen are also invited to join annually. The club is responsible for most of the pre-sport activities, such as posters and decorating.

"Deutscher Verein" is a German language club open to all students. Its monthly meetings are devoted to the practice of the German language and songs, to lectures and discussions of topics involving German cultures, customs, literature, and art.

Euparthenes is a social organization open to all women belonging to sororities which do not have chapters on this campus.

The History Association is open to all students who are interested in extra-classroom programs and activities that will aim at obtaining a better understanding of our institutions and system of values through reference to history.

The Independents Club promotes the interests and social life of students who do not belong to Greek letter organizations.

The International Relations Club is open to upper classmen majoring in Social Sciences with an average grade of "B" or above. It meets bi-monthly to discuss topics of international interest and world affairs.

The Industrial Arts Club is composed of students who are interested in industrial arts in college. Its objective is to integrate group activities into concerted action which will stimulate further appreciation of the industrial arts.

The Ioka Wikewam Club, open to any girl taking a home economics course, is designed to stimulate interest in home economics and current topics in this field and to develop better citizens and social leaders.

The Mathematics Club is open to all students interested in mathematics. Its monthly meetings are devoted to discussion of mathematical topics of general interest but not usually included in formal courses.

The "M" Club has as its objective the promotion among its members of good sportsmanship, integrity, and other qualities of good character. Any student who has been awarded the school letter "M" for satisfactory participation in a varsity sport is eligible for membership in this club.

The purposes of the Modern Dance Club are to provide participation and stimulate interest in modern dance by giving all interested persons an opportunity to work together, to gain cultural and practical

training, to gain experience in dance and choreography, and to provide entertainment to others through the presentation of formal and informal programs.

The Physical Education Majors Club is open to all students interested in physical education, health, and recreation. It endeavors to promote better fellowship, to develop leadership, and to increase an understanding of problems and opportunities in the profession.

The Psychology Club is designed to promote interest in the field of psychology through programs and reports dealing with current problems. The club is not limited to majors or minors in the department but is open to all students who share an interest in psychology.

The Social Science Club, open to social science majors and minors, promotes the advancement of the social sciences as the key to the understanding of human relationships, investigates professional opportunities available in the field of social studies, and concerns itself with promoting good fellowship and common interests on the part of its members.

Sock and Buskin is an organization for students interested in the drama. Its purpose is to further the educational benefits which a theatrical program can furnish to the college community. It encourages the training of actors, directors, and stage technicians for the college theatre and for the school and community theaters of the area served by the college. It strives to develop an appreciation of good theatrical productions. Membership is open to all students who meet the qualifications of the club.

The Veterans Club, open to all veterans with ninety days or more service in any branch of the Armed Forces of the United States of America, helps to unite the veterans of Memphis State College by co-operative planning for their welfare.

The Y.W.C.A. is open to all girls who are interested in promoting Christian activities and in inspiring Christian living in daily campus relationships. Regular monthly meetings are held at which time outstanding speakers from the campus and the city bring programs that are interesting and uplifting. Through projects the members help various community organizations. Vespers in the girls' dormitory are sponsored by the Y.W.C.A.

The religious life on the campus is under the direction of a faculty committee. Denominational clubs organized to promote religious activities are: Baptist Student Union, Canterbury Club, Disciples of Christian Fellowship, Hillel, "K" Club, Newman Club, Wesley Foundation and Westminster Fellowship.

Honorary Fraternities—Alpha Psi Omega, a national honorary dramatic fraternity, was organized to provide an honor society for those doing a high standard of work in dramatics and to encourage a wider fellowship for those interested in the college theatre. The fraternity is not intended to take the place of the regular dramatic club or other producing groups, but as students qualify, they are rewarded by election to membership in this society.

Phi Chapter of Chi Beta Phi, national honorary scientific fraternity, was established to provide the opportunity for the advancement of scientific knowledge, to stimulate scientific investigation and sound scholarship, and to serve as a means of awarding distinction to students of exceptional scientific ability.

Pi Delta Epsilon is a national honorary journalism fraternity that recognizes outstanding work done on the college publications, including *The DeSoto*, *Imagine* and *The Tiger Rag*. Only juniors and seniors who have had at least one year on a college publication and who have done outstanding work are considered for membership.

Psi Chi is a chapter of the national honorary society for psychology majors and minors. The purpose of this organization is to advance the science of psychology, and to encourage, stimulate, and maintain the scholarship of the individual members in all fields, particularly in psychology. A scholarship average which ranks the student in the upper third in psychology subjects and the upper half in all other subjects is required.

Delta Kappa is a leadership fraternity whose purpose is to recognize men who have attained a high standard of efficiency in collegiate activities, and to inspire others to strive for similar attainment. Delta Kappa was founded and chartered at Memphis State College in the spring of 1950. The club membership is limited to one percent of the student body.

Gamma Delta Chapter of Sigma Delta Pi, national Spanish honor fraternity, has been established with these purposes: "to foment a wider knowledge of and a greater love for the Hispanic contributions to modern culture; to foster friendly relations and the cooperative spirit between the nations of Hispanic speech and those of English speech; and to reward those who show special attainments and interests."

Lambda Delta, an honor society for freshmen women, elects to membership each year freshman women students who, for two quarters, have maintained a scholarship average of 3.5. The organization cooperates with Tassel in encouraging high academic standards among women students.

The Liberal Arts Honor Society, sponsored by members of Phi Beta Kappa on the college faculty, and devoted to the encouragement of superior scholarship, elects to membership each year several outstanding students from the School of Arts and Sciences. Criteria for selection include "sound moral character, broad cultural interests, and scholarly achievements."

Tassel is a senior honorary society for women students. It recognizes scholarship, leadership, and service by inviting into membership women students who are outstanding in these areas.

Tau Kappa Alpha, a national honorary forensics fraternity, was organized for the purpose of encouraging and rewarding outstanding achievement in the field of forensics. Membership eligibility is based on two years of active participation by a student in forensics or participation in his senior year. A student must be in the top 35% of his class.

Professional Fraternities—Gamma Zeta Chapter of the International Fraternity of Delta Sigma Pi is a professional fraternity organized to encourage scholarship and the association of students for their mutual advancement in the field of commerce. Its membership is selected from those students majoring in business administration who have maintained a general scholastic average of "C" and an average of better than "C" in business administration.

Sigma Chapter of Phi Gamma Nu is a professional sorority for girls whose major interest is business administration. The sorority seeks to promote closer friendship and loyalty among the members, to promote a high standard of scholarship, to encourage participation in school activities, and to stimulate interest in civic and professional enterprises.

The Arnold Air Society is a national military fraternity honoring the late General of the Air Force, Henry H. Arnold. Membership is restricted to advanced Air Force ROTC cadets who have excelled in military leadership and military studies. The professional fraternity is dedicated to the preservation and development of the qualities of good and efficient officers and to the dissemination of true and adequate information concerning the national defense requirements of the United States.

Student Publications—The *De Soto*, college annual, is designed to record campus activities in an attractive and permanent form and to keep alive the memories of college life.

Imagine, the student literary magazine, provides an opportunity for all students interested in writing to submit for publication essays, stories, poems and plays.

The Tiger Rag, student newspaper, provides timely news of college organizations and activities. It is an organ for the expression of student thought and it works to create a wholesome school spirit and to support the best traditions of the college. For interested students it provides training in useful and purposeful writing.

Speech and Dramatic Activities—The College Theatre, with a fine staff of directors and technicians, offers an extensive program each year. Usually four major productions are presented, and from six to ten one-act plays. Students are invited to try-outs for all plays. Majors in the field of speech and drama are given opportunity to design and direct one-act plays.

Memphis State College is host to a major portion of the activities of the Annual Memphis Shakespeare Festivals. Such activities include a production of one of Shakespeare's plays, in addition to films, lectures, displays, and exhibits.

The Forensics Program includes participation in intercollegiate debating and discussion. Individual activities include oratory, extempore speaking, after-dinner speaking, and interpretation. The college sponsors several speech institutes for high school speech students in the mid-south area. Students of forensics make several trips each year to take part in contests, festivals, and conferences.

Musical Activities—The Department of Music presents each year a variety of programs in which students are invited to participate. All of these activities are open to any qualified student, regardless of the student's major area of study. The College Band, the Concert Orchestra, the Music Education Orchestra, and the College Chorus are heard in concerts each semester, and frequent recitals are presented throughout the year by faculty members, students, and guest artists. Annual events are Handel's "Messiah" and the presentation of a grand opera, the latter in cooperation with the Department of Speech and Drama.

Copies of the programs presented during the 1953-54 season will be mailed on request. Address your letter to Chairman, Department of Music.

ATHLETICS—The college sponsors a two-phase program of athletics, intramural and intercollegiate.

In the intramural program, which is active throughout the year, tournaments and contests are held in the seasonal sports. Students are offered an opportunity to compete as individuals or members of teams from the various student organizations. Softball, touchball, basketball, volleyball, and track are offered for team participation. Individual recreation is offered in tennis, shuffleboard, badminton, table tennis, and archery. An athletic supply room is open throughout the day from which recreational equipment may be checked out by all students.

The intercollegiate athletic program consists of sponsoring teams in football, basketball, baseball, track, golf and tennis. These teams compete in a regular schedule with teams from other recognized colleges of the same scholastic level as Memphis State. All equipment and excellent coaching is provided for members of all the intercollegiate teams. The college is a member of the Southern Intercollegiate Athletic Association, the oldest athletic organization in the South, and the National Collegiate Athletic Association. All intercollegiate activities are conducted under the regulation of these two organizations.

Athletic facilities on the campus include two college gymnasiums, ten all weather tennis courts, football field, quarter mile running track, baseball and softball fields. All policies of the intramural and athletic program are set by the college athletic committee.

The Department of Health and Physical Education is closely associated with the intramural and intercollegiate programs. All coaches serve as instructors in this department and students majoring in health and physical education utilize the two programs and facilities in preparation for careers as coaches and in the field of health and physical education.

FEES AND EXPENSES

Tuition:—Tuition is free for students who are residents of Tennessee. Non-resident students are charged \$52.50 per semester.

Registration Fee:—A single composite registration fee of \$60.00 per semester is charged for all regular students who are residents of Tennessee. Non-residents are charged \$112.50 per semester. (This includes the \$52.50 tuition for out-of-state students). This fee covers registration, student activity, laboratory and instructional fees formerly charged.

Summer Session:—Students registering for 12 semester hours for the summer session will pay a registration fee of \$40.00. Students registering for less than 12 hours will pay 2/3 of the regular semester fees.

Special Students:—Students who register for less than 12 semester hours will pay the following fees:

Residents of Tennessee, per semester hour.....	\$5.25
Non-residents of Tennessee, per semester hour.....	9.40

Fees for Private Lessons in Music:—Music 071, 081, 095, 171, 181, 195, 271, 281, 295, 305, 306, 371, 381, 395, 405, 406, 471, 481, 495 have the following fees:

One thirty-minute lesson weekly, per semester.....\$33.75

Two thirty-minute lessons weekly, per semester..... 67.50

Music 091, 191, 291, 391, 491 have the following fees:

One thirty-minute lesson weekly, per semester.....\$60.00

Two thirty-minute lessons weekly, per semester.....120.00

Room Rent:—Room rent in either dormitory is \$45.00 per semester. Rent for the summer session is \$3.00 per week. Students are responsible for damage to or breakage of dormitory property. A key deposit of \$1.00 is required of each student living in a dormitory and is refunded upon return of the key.

Cafeteria:—The cafeteria is open to all students. The approximate cost of meals per day is \$1.50.

Late Registration Fee:—Registration should be completed within the official registration period. Registration is not complete until all fees for the semester have been paid. For registration after the day or days announced, an extra fee of \$1.00 each day is charged. Students who delay more than 30 days in completing their registration will not be allowed to register the following semester.

Fee for Late Examination:—Students must pay a fee of \$1.00 for each final examination taken late. A receipt from the bursar's office will admit the student to any late examination that he is entitled to take. The receipt must be forwarded to the registrar's office by the teacher along with the final grade as a requisite for the recording of the final grade of the course.

Students are allowed to take late or special examinations only with the approval of the director of the school concerned and after the payment of the late examination fee. Courses in which the student fails to take the final examination and for which he is not entitled to a late or special examination are entered as failed in the registrar's office.

Transcript Fee:—One copy of a student's record is furnished free. For each additional transcript, a fee of \$1.00 is charged. Transcripts of records are issued only at the request of the student or his authorized agent.

Diploma Fee:—Degree candidates pay a fee of \$15.00, which includes the fee for the diploma, the rental of cap and gown, and other incidentals connected with commencement exercises. This fee is payable thirty days before the June convocation.

Breakage Cards:—Students in chemistry, physics, and industrial arts are required to purchase breakage cards. Any unused balance is refunded at the close of the semester.

Payment and Refund of Fees:—All fees are payable in advance. If a student withdraws within 7 days after the beginning of classes for the semester, a refund will be made of 80% of fees. Each week thereafter, the amount will be reduced 20%. The diploma fee is not refunded. Rooms are rented by the semester in advance. No reduction is made for late registration or for an absence of less than two weeks. No student may enroll, graduate, or receive a transcript of his record until all accounts are settled. The term "account" includes any indebtedness to the College.

ENTRANCE AND CREDITS

THE SCHOLASTIC YEAR

The scholastic year of Memphis State College covers a period of forty-eight weeks divided into two semesters and a summer session.

GENERAL TERMS OF ADMISSION

Statutory Provisions:—White persons, residents of the state, who have completed the full four year course of an approved high school will be admitted to Memphis State College without tuition. Residents of the state over twenty-one years of age who have not completed a four year high school course may be admitted as special students, without tuition.

Health—A medical history and physical examination is required of all students entering the college. (See instructions to Applicants for admission, page 163). Each student must show evidence of vaccination for smallpox within the past five years. The Memphis and Shelby County Health Department and Shelby County Tuberculosis Association provide for chest x-ray of each student. X-rays are arranged through the Health Service at the time of admission.

METHODS OF ENTRANCE

Freshmen are admitted by any one of the following methods.

1. By a transcript of credits showing graduation from an approved high school.
2. By certificate and examination. An applicant from an unapproved school who presents a satisfactory certificate will be required to take examinations only in subjects covering four units of high school work taken in the senior year.
3. By examination. An applicant who does not present a satisfactory certificate may be admitted by passing examinations on fifteen units required for graduation in an approved high school.
4. Young men and women who are twenty-one years of age and over, and who have not completed four years of high school work may be admitted as special students and permitted to take such courses as they are prepared for, provided that such special students must satisfy all entrance requirements to qualify for a degree.

ENTRANCE CREDITS

Beginning students should present their high school record for entrance credits before the date of registration. Students failing to file entrance credits before their entrance will not be allowed to complete registration until this has been done. Students asking for advanced standing should have a transcript of their college record sent direct to the registrar. College credits will be withheld until entrance credits are satisfied. All transcripts become the property of the college and will not be returned.

See the several schools of the college for required high school units for each school.

ADVANCED STANDING

Advanced standing will be granted to students who have completed in approved institutions courses equivalent to those counted by Memphis State College for credit towards its degree. Students asking

for advanced standing may save themselves inconvenience or loss by presenting transcripts for evaluation before entrance. To be accepted for advanced standing at Memphis State College, a student must have a statement of honorable dismissal from the last institution attended.

Transfer students whose transcripts show credits with the lowest possible passing grade are subject to the following policy: Credits earned with the lowest passing grade are not accepted until the student has demonstrated his general ability by two or more semesters with an average grade of "C" or better.

Students requesting advanced standing on the basis of work done at unaccredited institutions are required to validate such credits.

DEGREES

Memphis State College confers the following degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Education, and Master of Arts. The Bachelor of Arts and the Bachelor of Science degrees are offered in the School of Arts and Sciences, the Bachelor of Science in Business Administration is offered in the School of Business Administration, and the Bachelor of Science in Education is offered in the School of Education. The specific requirements for these degrees are set forth in the several schools.

GENERAL REQUIREMENTS FOR GRADUATION

Basic courses required of all graduates from Memphis State College are English 111, 112, 211, 212; History 221, 222; one year of science and 4 hours of physical education or its equivalent.

To receive a Bachelor's degree from any of the schools in the college, a student must have at least 132 semester hours credit and at least 264 quality points. If for any reason a student offers more than 132 semester hours credit for graduation, the ratio of 2 quality points to 1 semester hour credit must be maintained. To attain this standard the candidate must have a C average on all courses attempted in college.

Students who enter Memphis State College with advanced standing are required to maintain an average of C on all courses taken here. Should his transferred work have less than a C average, a student will be accepted on probation, but the deficiency must be removed by superior work before he will be recommended for graduation.

A student can complete the residence requirements of the college for graduation by establishing residence as a regular student for not less than two of the four semesters of his junior and senior years, provided that his last semester as a regular student shall be in residence. A student having completed the two semesters of residence in his junior and senior years as a regular student and lacking NO MORE than four semester hours toward completion of degree requirements, may earn these additional credits by residence at another approved institution, or by acceptable correspondence or extension work.

GRADUATION WITH DISTINCTION

Beginning with the June convocation of 1955 and each year thereafter, Memphis State College will give special recognition to those of its graduates who have attained certain scholastic standards and fulfilled certain other requirements adopted by the faculty of the college.

DEFERRED GRADUATION

Students are ordinarily allowed to graduate under the requirements of the catalog of the year in which they enter college. If a student begins work on a degree and fails to complete the required work for the degree, he must after seven years from the date he entered, reorganize his degree plan to conform to the current catalog. However, any student who entered Memphis State College before September, 1951, will have until September 1, 1958 to complete degree requirements under regulations published prior to 1951.

EXTENSION DIVISION

Memphis State College has for a number of years conducted general education workshops. The increasing demand for these services has resulted in the organization of an Extension Division. The Extension Division was authorized by the State Board of Education in 1951 to afford an official avenue through which college services could be extended off-campus.

Extension Class Instruction

Both graduate and undergraduate class instruction is given at centers within the state where suitable arrangements are made in advance. The subject matter taught in extension classes is the same as that offered on the campus. Regularly employed staff members of Memphis State College teach extension courses.

Credit by Correspondence or Extension

Memphis State College does not offer correspondence work but does accept credits earned by correspondence or extension, provided that such credits are taken from an institution which is a member of the Teachers College Extension Association, the University Extension Association, or the appropriate regional accrediting association. Not more than one-fourth of the credits applied on the bachelor's degree may be earned by correspondence or extension or a combination of the two.

No student is permitted to enroll for correspondence or extension courses while registered as a full-time student at Memphis State College. Part-time students are not permitted to enroll for correspondence or extension courses without special permission.

Other Extension Services

Where circumstances justify, the Extension Division attempts to provide various types of help to organized groups within the service area. This assistance may take the form of such activities as conferences, public addresses, consultative service, and other types of school and community aid. Regularly employed staff members of Memphis State College are available for this service.

To the end that an effective extension service may be carried on by Memphis State College correspondence is invited with groups or individuals who are interested. Please address:

Extension Division
Memphis State College
Room 202 Administration Building
Memphis, Tennessee

GRADES AND GRADE POINTS

The grades and their quality point values are as follows:

Grade of A—Exceptionally high scholarship—four points each semester hour.

Grade of B—Superior scholarship—three points each semester hour.

Grade of C—Good average scholarship—two points each semester hour.

Grade of D—Poor but passing—One point each semester hour.

Grade of F—No point value.

Grade of I—Incomplete.

In arriving at the student's scholarship ratio all courses attempted are included. As an example, a student carrying five courses for a total of 15 hours makes the following grades: A, B, C, D, F,—accumulating grade points 12, 9, 6, 3, 0, for a total of 30 grade points. In arriving at his scholarship ratio, the number of hours attempted, 15, is divided into the grade points earned, as follows: 30 divided by 15 = 2.0

The grade "I" indicates that a student has not completed the course for some unavoidable reason that is acceptable to his instructor. This grade may be changed by the instructor and credit allowed when the requirements of the course have been met, provided the work has been completed within the first four weeks of the next semester the student is in residence; and provided further that the deficiency must be made up within one calendar year from the date the grade of "I" was given, even if the student has not reentered college. If the student fails to complete the course within the specified time, no credit will be given for the course. The fee for late examination is \$1.00.

All grades, with the exception of 'I', when once reported, can be changed only by the instructor who reported them, and then only after the faculty has voted approval of the change.

THE UNIT OF CREDIT

One semester hour of credit is based upon one hour per week in lecture or recitations for one semester; or upon two hours per week of laboratory work for one semester.

CLASSIFICATIONS OF STUDENTS

Students having 25 semester hours of credit and two semesters of residence are classified as sophomores; students having 55 semester hours of credit and four semesters of residence are classified as juniors; students having 85 semester hours of credit and six semesters of residence are classified as seniors.

Students who have completed the required number of hours and the required residence to be classified as juniors, but who have not completed their basic requirements, must schedule these uncompleted requirements the first semester following that such courses are available.

CREDIT LOAD

The minimum number of hours for a regular student is twelve. The maximum load for students with less than a B average (3.0) is eighteen hours or nineteen with the required physical education. Students who have a B average may, with the permission of the Director of their school, schedule a maximum of twenty-one hours.

Only those students who enter the first week of a semester are allowed to make full credit; late entrants are required to limit their loads.

Students who are working to support themselves should reduce their academic load; counting two hours preparation for each credit hour, they should not schedule more than an eight-hour working day for their combined academic and business duties.

ABSENCE, DROPPING, WITHDRAWAL

In no case is credit allowed in any course for which the student is not duly registered; and all courses for which the student is registered are recorded as passed, failed, or dropped. No student will be granted credit for a subject which does not appear, properly signed, on his registration card in the registrar's office.

A course may be dropped only by permission of the instructor and the director of the school in which the student is registered. Only under special circumstances will dropping be permitted after the fifth week.

Dropping a course without permission incurs a mark of "F."

Absence from final examination without the permission of the instructor incurs a mark of "F."

Absences are counted from the first scheduled meeting of the class. Absences may be excused only by the instructor.

Withdrawal from the college should be reported to the dean's office promptly in writing. A withdrawal is not permitted after the examination period has begun. Any student who withdraws from the college after the drop period ends will have all courses not previously dropped recorded as: WP—Withdrew-Passing or WF—Withdrew-Failing. The parent or guardian of minor students will be advised of withdrawals.

CHANGE OF COURSE

A period of five days (three days during the summer session) including the first day that classes meet, will be allowed for course changes. This will include adding and dropping courses, eliminating conflicts, and changing sections. No penalty, either monetary or scholastic, will be incurred during this change of course period.

SCHOLASTIC STANDING AND PROBATION

Students are expected to maintain a reasonable standard of scholarship. A regular student must make a one and one-half quality point average, and pass at least nine semester hours. Part-time students (those taking less than twelve hours) must pass at least two-thirds of the hours attempted and must make not less than a two point average. Any student failing the above minimum standards of scholarship for two successive semesters will be indefinitely suspended. Transfer students who enter on probation must enroll for at least twelve hours and not more than sixteen, and must make not less than twenty-four quality points on their course load or be suspended indefinitely after the first semester of residence.

Any student who fails probation twice will not be eligible for continued study at Memphis State College.

DEAN'S LIST

The dean's list is composed of those students who make at least three "A's," not more than two "B's," no "C's," and who are carrying not less than fifteen hours exclusive of required physical education and who complete all courses for which they registered.

THE HONOR ROLL

For the selection of honor students, the faculty has adopted the following regulations:

1. Only those students who matriculate for at least 12 hours credit, complete all courses, make some honor points, and are otherwise in good standing, are eligible for the honor roll. Students on probation, and others who are scholastically deficient, are not eligible.
2. From the list of eligibles the highest ten per cent are selected on the basis of honor points earned.
3. For a grade of B, 5 honor points for each semester hour are allowed; for a grade of A, 10 points.

THREE-YEAR PRE-PROFESSIONAL CURRICULUM

A student who takes six semesters of college work before entering an advanced professional school may, upon evidence of satisfactory completion of the first year of professional work, be granted the Bachelors Degree from Memphis State College, provided:

1. That the minimum requirement for entrance to the professional school is sixty semester hours of college work.
2. That the professional school is an integral part of a university accredited by the appropriate regional association, or that the professional school is accredited by the recognized national association in its field.
3. That the last two semesters of pre-professional work be done at Memphis State College.
4. That the candidate complete 99 semester hours in pre-professional courses.
5. That the candidate complete, in his pre-professional work, at least twenty-four semester hours in courses numbered above 299, including at least six semester hours in his major field.
6. That the candidate meet all freshman and sophomore requirements of the degree curriculum.
7. That the candidate complete a minimum of twenty-four semester hours in his major area and eighteen semester hours in a minor area.

The candidate in the pre-professional degree curriculum should notify the dean of the college and the director of his school of his intentions no later than the beginning of his sophomore year, and should, with the guidance of his major professor, plan his study program at that time.

PREPARATION FOR PROFESSIONAL STUDY

Memphis State College offers thorough pre-professional preparation for the study of dentistry, engineering, law, medicine, optometry, and pharmacy. Those students whose interests are in dentistry, medicine, ophthalmology, or pharmacy will be guided by the Departments of

Chemistry and Biology; those whose interests are in law will be guided by the Departments of English, Social Science, Accounting, and Business Management, and those whose interests are in engineering will be guided by the Departments of Mathematics and Industrial Arts. The sequence of courses required for the several pre-professional studies are available at the registrar's office.

MISCELLANEOUS INFORMATION

Courses numbered from 100 to 199 are in freshman rank; 200 to 299, sophomore rank; 300 to 399, junior rank; 400 to 499, senior rank. Figures in parentheses following the title of a course indicate the number of semester hours of credit.

COLLEGE ORGANIZATION

Memphis State College is organized into the following divisions: The School of Arts and Sciences, The School of Business Administration, The School of Education, and The Graduate School.

DEPARTMENT OF AIR SCIENCE AND TACTICS

The following personnel are assigned to the Department of Air Science and Tactics:

<i>Name</i>	<i>Rank</i>	<i>Title</i>
Renker, Rudolph L.....	Lieutenant Colonel	<i>Professor of Air Science and Tactics</i>
Brasseux, Emmett L.....	Major	<i>Assistant Professor of Air Science and Tactics</i>
Merritt, Walter S.....	Major	<i>Assistant Professor of Air Science and Tactics</i>
Duke, John G.....	Captain	<i>Assistant Professor of Air Science and Tactics</i>
Kaiser, Louis H.....	Captain	<i>Assistant Professor of Air Science and Tactics</i>
Loob, Frank A.....	Captain	<i>Assistant Professor of Air Science and Tactics</i>
Vickery, William W.....	Captain	<i>Assistant Professor of Air Science and Tactics</i>
Brown, Rawdon T.....	Master Sergeant	<i>Assistant to Commandant of Cadets</i>
Johnston, Reynold C.....	Master Sergeant	<i>Sergeant Major</i>
Shuckrow, Joseph.....	Master Sergeant	<i>Supervisor of Supply</i>
Campany, Richard C.....	Technical Sergeant	<i>Supply Non-Commissioned Officer</i>
Norwood, Joseph R.....	Technical Sergeant	<i>Training Non-Commissioned Officer</i>
Wiggins, Luther J.....	Staff Sergeant	<i>Training Non-Commissioned Officer</i>
Haggh, Hilde W.....	Civilian	<i>Secretary</i>

The purpose of the AF ROTC program is to select and train students to serve as officers in the Regular and Reserve components of the United States Air Force.

The requirements necessary to secure an ROTC commission in the Air Force are: (1) complete the four-year course of instruction or have credit in lieu of portions of the training; (2) complete summer camp training; (3) secure a baccalaureate degree from the college, and (4) be physically qualified.

Deferments of AF ROTC cadets are based upon: (1) scholastic standing; (2) the student's potential for leadership; (3) physical examination status. Normally, deferments for freshmen (Air Science 111 students) will not be submitted until the second semester of AF ROTC. The reason for this is to permit the Department of Air Science and Tactics to determine whether or not the student's scholastic standing is sufficient to warrant a deferment. Deferments once granted remain in effect for so long as the ROTC cadet remains in good standing and until he receives his degree and commission. Some reasons for not submitting a deferment or withdrawing a deferment on a cadet are: (1) poor scholastic record; (2) lack of military aptitude; (3) lack of leadership potential; (4) excessive absences; (5) withdrawal from college; (6) physical reasons.

The ROTC program is a full four-year course. The first two years (freshman and sophomore) are known as the Basic Course, which is required of all able-bodied male students at Memphis State College who are between 14 and 26 years of age. Members of the Reserves of the Armed Forces are not excused from taking the Basic Course, unless they have also served a period of extended active military duty.

The last two years (junior and senior) are known as the Advanced Course. Cadets are selected for the Advanced Course when they complete the Basic Course, normally at the end of their sophomore year. Factors used in selecting the cadets for the Advanced Course are: (1) physical qualifications; (2) leadership potential; (3) scholastic standing; (4) recommendations of instructors and tactical officers. It might be pointed out that all cadets who desire to enroll in the Advanced Course cannot be accommodated. This is the time when the selection process takes place, which is based upon competition among the cadets in accordance with the factors listed above. Students who complete the Basic Course may, if they so desire, withdraw from the ROTC program.

Advanced Cadets will be required to attend summer camp for a period of four to six weeks between Junior and Senior years.

Cadets will be required to participate in the Armistice Day Parade and in review for Homecoming football game.

A \$15.00 uniform deposit is required of all Basic cadets, and a \$20.00 deposit is required of all Advanced cadets. Deposit is made in the office of the Bursar prior to enrollment. All items lost or damaged must be paid for by the student concerned. When all items are turned in the deposit is returned.

DESCRIPTION OF COURSES

111-112. (2 credits each semester).

This course of study includes an introduction to the AF ROTC program, introduction to aviation, global geography, international tensions and security organizations, instruments of national military security, leadership, and basic military training.*

211-212. (2 credits each semester).

This is a course of study in the elements of aerial warfare, careers in the USAF, leadership, and exercise of command.*

311-312. (3 credits each semester).

This course of study includes an introduction to the Advanced AF ROTC program, and studies in problem solving techniques, Air Force commanders and staff, communications process and Air Force correspondence, military justice system, applied Air Science, Air Force base functions, leadership, and exercise of command.*

411-412. (3 credits each semester).

This course covers camp critique, principles of leadership and management, career guidance, military aspects of world political geography, military aviation and the art of war, briefing for commissioned service, and leadership laboratory.*

*Any deviation from the prescribed chronological order of courses must be cleared with the AF ROTC department.

THE SCHOOL OF ARTS AND SCIENCES

The School of Arts and Sciences is the basic unit of the college in the sense that the other schools of the college, both professional and graduate, require some work in the School of Arts and Sciences. Here also students who plan to do work in professional schools elsewhere may take the pre-professional work in medicine, dentistry, pharmacy, law, engineering, and laboratory technique that is required for entrance in such schools. Graduates of the School of Arts and Sciences who plan to teach either on the elementary or secondary level in the public schools receive excellent training for this profession by taking the required education courses for certification in the School of Education at the same time that they are completing requirements in their own school.

The major objective of the School of Arts and Sciences, however, is to give to its students a well-rounded and liberal education. It attempts to do this by introducing its students to nearly all of those major fields of human interest which are included in the humanities, social sciences, and natural sciences. It endeavors to make them fully acquainted with one or more of the subjects included in these several divisions and to stimulate within them the desire to continue their pursuit of truth. It is the earnest belief of the School of Arts and Sciences that the most essential and best possible preparation for any profession or vocation is a thorough foundation in the liberal arts, a belief which is shared more and more by professional and business leaders throughout our nation. In addition it seeks to give the student a richness of background which will increase his capacity to enjoy and appreciate the worthwhile things of life, and will make him a real citizen of the world in which he is to live and play his part.

The School of Arts and Sciences offers two degrees, The Bachelor of Arts and The Bachelor of Science. The work of the school leading to both degrees is organized into two divisions: (1) **The Lower Division**, consisting of the work of the freshman and sophomore years, and (2) **The Upper Division**, consisting of the work of the junior and senior years.

In order to be admitted to the Upper Division, the student must have completed the work of the Lower Division with an average grade of C (2.0). In addition, he must have submitted to his adviser for approval a complete program of study for work in the Upper Division.

Students who have completed the required number of hours and the required residence to be classified as juniors, but who have not completed their basic requirements in the Lower Division must schedule these uncompleted requirements the first semester following that such courses are available.

In the Lower Division is concentrated most of the courses required of all candidates for the B.A. and B.S. degrees. These required courses are designed to supplement the training received in high school and to prepare the student for the specialization required in the Upper Division.

LOWER DIVISION
Entrance Requirements and Prescribed Courses For
Bachelor of Arts Degree

The entrance requirements for the Lower Division are graduation from an approved high school with 15 high school units, divided as follows: English, at least 3 units; mathematics, at least 2 units; foreign language, at least 2 units in one language¹; the remainder to be chosen from other high school units, with not more than 3 from vocational subjects.

The prescribed courses in the Lower Division for the Bachelor of Arts degree are as follows:

English (111, 112; 211, 212).....	12 hours
² Foreign Language (6-12 hours).....	12 hours
History 221, 222.....	6 hours
³ Social Science.....	6 hours
Biology 141, 142.....	8 hours
Chemistry, Geography (111, 112), Mathematics, or Physics (one year of any one).....	6-8 hours
Electives.....	12 hours
Physical Education.....	4 hours

Total 66-68 hours

Entrance Requirements and Prescribed Courses For
Bachelor of Science Degree

The entrance requirements for the Lower Division are graduation from an approved high school with 15 units divided as follow: 3 units of English, 2 units of mathematics, the remainder to be chosen from other high school units with not more than 4 from vocational subjects. If the student offers only 1 unit in mathematics, he will be admitted to the Lower Division, but will be required to take one semester of college mathematics (101 or 121).

¹A student who does not present at least 2 units in a foreign language will be admitted to the college, but will be required to complete three years in college in one foreign language as a candidate for the B.A. degree.

²The details of the foreign language requirement are as follows:

- a. No entrance credit—three year college requirement in one language.
- b. 1 unit entrance credit—three year college requirement in one language.
- c. 2 units entrance credit—two year college requirement in same language offered for entrance credit.
- d. 3 units entrance credit—two year college requirement in same language offered for entrance credit.
- e. 4 units entrance credit in one language—one year college requirement in same language offered for entrance credit.
- f. 4 units entrance credit with 2 in each of two languages—two year college requirement in one of the languages offered for entrance credit.
- g. Students not continuing the language in college offered for entrance credit—three year college requirement in one language.

³Six hours from one of the following: Economics, European History, Geography, Political Science, Sociology, Philosophy and Psychology.

The prescribed courses in the Lower Division for the Bachelor of Science degree are as follows:

English (111, 112; 211, 212).....	12 hours
¹ Foreign Language	6 hours
History (221, 222)	6 hours
Science (one year of Biology, Chemistry, Geography 111, 112, Mathematics or Physics).....	6-8 hours
Electives	32 hours
Physical Education	4 hours

Total	66-68 hours
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UPPER DIVISION

In the Upper Division, the work of the School of Arts and Sciences for both the Bachelor of Arts and the Bachelor of Science degrees is divided into three concentration groups as follows:

- a. Humanities (English, French, German, History, Latin, Mathematics, Music, Philosophy and Psychology, Spanish, Speech and Drama).
- b. Social Sciences (Economics, Geography, History, Philosophy and Psychology, Political Science, Sociology).
- c. Natural Sciences (Biology, Chemistry, Geography, Mathematics, Physics).

MAJOR AND MINOR

For the Bachelor of Arts degree, the student must complete a major and a minor within one of these concentration groups. The major must be in one subject, and in this subject the student will be required to complete at least 18 hours of course work, exclusive of beginning courses and required courses in the Lower Division.² At least 12 of these hours must be in courses above 299 (Upper Division courses). A minimum grade of C (2.0) is required of every course for the major except in beginning courses and in sophomore English.

Within his concentration group the Bachelor of Arts candidate must also complete a minor of not less than 12 hours in a subject other than his major, exclusive of beginning courses and required courses in the Lower Division. At least 6 hours must be from courses above 299 (Upper Division courses).

For the Bachelor of Science degree, the requirement for the major is the same as that for the Bachelor of Arts. The Bachelor of Science candidate may, however, choose as a minor any subject in the three undergraduate schools of the college which offers a minor. This minor must be composed of not less than 12 hours in a subject other than his major, exclusive of beginning courses and required courses in the Lower Division of the school in which his minor subject belongs.

The remaining courses for both the Bachelor of Arts and the Bachelor of Science degrees may be elected from any in the institution for which the student is qualified to register, provided that these elected courses meet with the approval of his advisor and provided

¹ All students working for the B.S. degree must have one year of a foreign language in college. Students who have less than two units of a foreign language in high school will satisfy this requirement with first-year courses; students with two high school units in one language will satisfy this requirement with second-year courses in college. Students with two high school units in one language may not take the first year courses in the same language in college for credit.

² History 221, 222 will be accepted as a part of the 24 hour requirement for a major in history.

that not more than 18 hours¹ are taken from any one department outside the three concentration groups listed above.

Students of the Schools of Arts and Sciences who expect to teach must elect such courses in education as will qualify them for teaching positions they expect to hold.

Transfer students are required to earn at least 6 hours in residence at Memphis State College in their major subject.

General Requirements

At least 40 hours of the student's work in the Upper Division must be above 299. Not more than 42 hours will be accepted in any one subject.² For graduation a total of 132 hours is required, of which at least 97 hours must be in the concentration groups listed above.

PROSPECTIVE TEACHERS

Prospective teachers in the School of Arts and Sciences who enter college in September, 1953, or thereafter, are reminded that 24 hours of education is now required for teacher certification in Tennessee on both the elementary and secondary levels. In order to meet this requirement, it is suggested that the student take Education 101 as early in his college course as possible, preferably in his freshman year, and that the other required courses in education be spaced in his sophomore, junior, and senior years.

Such prospective teachers are also reminded that teachers in Tennessee must now complete a General Education Core, the details of which are set forth in the School of Education, page 121. The greater part of this required General Education Core will normally be taken by the Arts and Sciences student in fulfilling the requirements of his school, but one required course, Health 101, and several elective courses are outside of the School of Arts and Sciences.

DEPARTMENTAL MAJOR AND MINOR REQUIREMENTS

In addition to the general requirements for the major and minor set forth above, there are supplementary departmental requirements for a major and minor. These departmental requirements follow:

BIOLOGY

Majors in biology are required to complete not less than 30 hours in prescribed courses in biology and one year of chemistry. At least 14 of the 30 hours work constituting a major must be in upper division courses. A minor in physical sciences is recommended but may be taken in any other field.

The major in biology may choose between two areas of concentration, botany or zoology, for the greater portion of his work. The major who chooses botany as his field of concentration will take Biology 142, 201, 202, 300, and 304. Those who choose zoology will take Biology 141, 142, 300, 331, and 332. In either field of concentration the student, with

¹The 4 required hours in physical education are not included in these 18 hours.

²Chemistry majors who are candidates for the B.S. degree are allowed to take enough additional hours over their major requirement to attain the minimum standard set by the American Chemical Society for chemistry majors.

the consent of his advisor, may choose electives to complete the number of hours required for a major.

To complete a minor in the department the student is required to take 18 hours in biology including 141 and 142. Ten hours in electives, at least 7 of which must be upper division courses, may be chosen from other offerings in the department.

CHEMISTRY

Students majoring in chemistry must select 32 semester hours of credit from the chemistry courses listed in this catalog. General Inorganic Chemistry (111, 112) is a prerequisite for all other courses in chemistry. The courses required for a major in chemistry are:

1st year

Chemistry 111, 112 and Mathematics 121 or 141.

2nd year

Chemistry 211, 212 or Chemistry 321, 322.

3rd year

Chemistry 321, 322; or Chemistry 411, 412; or
Chemistry 421, 422. Mathematics 311, 312 are desirable
if Physical Chemistry 411, 412 is elected.

4th year

Chemistry 401, 402; or Chemistry 411, 412; or
Chemistry 421, 422; or Chemistry 451, 452.
Mathematics 311, 312 are desirable if
Physical Chemistry 411, 412 is elected.

A minor in chemistry may be secured by completing 18 semester hours as follows:

	Chemistry 111, 112	8 hours
Either	Chemistry 211, 212	10 hours
or	Chemistry 321, 322	8 hours

If Chemistry 321, 322 are taken, an additional 4 hours—preferably Chemistry 401—must be taken.

A student may major in physical science by acquiring 32 semester hours in chemistry and physics. Chemistry 111, 112 and Physics 211, 212 are required of physical science majors.

A student majoring in another field may attain a minor in physical science by completing 18 semester hours of courses in the physical sciences; this must include 6 semester hours selected from courses numbered above 299.

ENGLISH

All candidates for graduation at Memphis State College are required to complete English 111, 112, 211, 212, or their equivalent. These courses should be taken consecutively through the freshman and sophomore years. No credit will be allowed on any course until all the preceding courses are completed. These courses cannot be dropped from the student's course load, except under very special conditions.

In addition to this requirement of 12 semester hours, students majoring in English must complete courses in the department as follows:

English 301, 302	not less than 3 hrs.
English 340, 341, 342, 351, 352.....	not less than 3 hrs.

English 420, 421, 422, 423.....not less than 3 hrs.

English 432, 433 not less than 3 hrs.

Elective courses in English amounting to not less than 6 hours must be completed.

A minor in English includes English 111, 112, 211, 212 and 12 additional hours in English, at least 6 of which must be selected from the upper division courses required of an English major. These courses should be selected from two groups listed above as major requirements.

FRENCH

Students who major in French are required to take 12 hours of work in courses numbered above 299.

Students who minor in French are required to take 6 hours of work in courses numbered above 299.

Tests may be given to determine whether or not a student who has had two years of French in high school should take French 211.

GERMAN

Students who minor in German are required to take 6 hours of work in courses numbered above 299. The upper division courses will be chosen in consultation with the student's major advisor.

SOCIAL SCIENCES

A major in economics is 24 hours, and a minor is 18 hours. The major consists of 211-2, 421-2, and 12 additional hours in the upper division. The minor consists of 211-2, 421, and 9 additional hours in the upper division. For either major or minor, the student also must complete, as a part of his minor or as an elective, Geography 121-2.

A major in geography is 24 hours, 12 of which must be in the upper division. It includes 121-2, 231-2 or 235-6, and 331-2. A student majoring in geography must complete also as a part of his minor or as an elective, 6 hours in economics, 6 hours in history, and 6 hours in sociology.

A minor in geography is 18 hours. For all students, other than those majoring in the physical sciences, it includes 121-2, 235-6, and a six-hour sequence in the upper division. Students majoring in the physical sciences should take 411-2 as the six hour sequence in the upper division.

A major in sociology is 24 hours, and a minor is 18 hours. The major includes 211-2, 311, 322 or 412, and 422. The minor includes 211-2. For either major or minor, the student also must complete Geography 121-2. Sociology 211 is a prerequisite for 212, and 211-2 are prerequisites for 311, 321, and 322. For 312, 411, 412, 421, and 422, a prerequisite is 6 hours of sociology or permission of the chairman of the department.

A minor in political science is 18 hours. It includes 221-2, 321-2, and 421-2.

HISTORY

The requirements for a major in history are as follows:

1st year: History 111-2, and Geography 121-2.

2nd year: History 221-2; and Economics 211-2, or Political Science 221-2, or Sociology 211-2.

3rd year: Six hours in 300 or 400 courses.

4th year: Six hours in 300 or 400 courses.

Hours required in history, 24; additional hours required, 12.

History 221-2 must be completed for college graduation. These courses are also prerequisites for all 300 and 400 courses in history.

A minor in history includes 12 hours in the lower division and 6 hours in the upper division.

LATIN

Students who major in Latin are required to take 12 hours of work in courses numbered above 299. The upper division courses will be chosen in consultation with the student's major advisor.

Students who minor in Latin are required to take 6 hours of work in courses numbered above 299. The upper division courses will be chosen in consultation with the student's major advisor.

MATHEMATICS

Students majoring in mathematics may choose either the Bachelor of Science or the Bachelor of Arts degree. For either degree, the minimum requirements in mathematics are: one year of calculus (Math. 311, 312) and its prerequisites, Math 141, 142, 143, and 9 semester hours in courses numbered above 312. In addition, one year of either physics or chemistry is required.

A minor in mathematics consists of not less than 18 semester hours, including at least 6 hours numbered above 299.

MUSIC

(See Department of Music section for specific courses)

The major in music includes a core of thirty-two hours of music courses plus additional hours, as specified below, in any one of four fields of concentration:

1. Concentration in Music History and Literature.....	9
Music Core (Major).....	32
	41
2. Concentration in Music Theory*.....	8
Music Core (Major).....	32
	40
3. Concentration in Applied Music.....	8
Music Core (Major).....	32
	40
4. Concentration in Church Music.....	9
Music Core (Major).....	32
	41

* Individual instruction with additional fees as stated for applied music courses.

MUSIC MINOR

The minor in music includes a core of twenty hours of music courses plus additional hours, as specified below, in any one of three fields of concentration:

1. Concentration in Music History and Literature.....	6
Music Core (Minor).....	20
	26
2. Concentration in Applied Music.....	8
Music Core (Minor).....	20
	28
3. Concentration in Church Music.....	8
Music Core (Minor).....	20
	28

PHILOSOPHY AND PSYCHOLOGY

Required for the major: 18 hours in psychology, 6 of which must be from the 300-400 level, and 6 hours in philosophy.

Required for the minor: 18 hours in psychology, or 15 hours in psychology and 3 hours in philosophy.

SPANISH

Students who major in Spanish are required to take 12 hours of work in courses numbered above 299. The upper division courses will be chosen in consultation with the student's major advisor.

Students who minor in Spanish are required to take 6 hours of work in courses numbered above 299. The upper division courses will be chosen in consultation with the student's major advisor.

SPEECH AND DRAMA

A major in speech and drama consists of at least 24 hours of course work, including the following courses: 111, 112, 231, 245, 251 (or 252), 300 (two semesters at 1 semester hour each), plus at least seven additional semester hours of courses numbered above 299.

A minor in speech and drama consists of at least 16 hours of course work, including the following courses: 111, 112, 245, 300 (one semester), plus one of the following courses (251, 252, or 231), and plus at least three semester hours of course work numbered above 299.

DEPARTMENT OF ART

Beginning with the first semester, September, 1954, a minor in Applied Art will be offered by the art department in the School of Arts and Sciences. Course offerings and instructional staff will appear on the schedule of classes for the first semester, 1954-55.

DEPARTMENT OF BIOLOGY

Mr. Rudolph, Chairman

Mr. Brown, Mr. Folden, Mr. Freeman, Mr. McGowan, Mr. Parchman

Courses in the department are designed to increase the student's appreciation of his environment and to contribute to his cultural background. For those who plan to teach or do graduate work in biology, a broad foundation is offered. The student may choose courses which satisfy entrance requirements to various professional schools such as medicine, dentistry, pharmacy, medical technology, and nursing.

Majors in biology are required to complete not less than 30 hours in prescribed courses in biology and one year of chemistry. At least 14 of the 30 hours work constituting a major must be in upper division courses. A minor in physical sciences is recommended but may be taken in any other field.

The major in biology may choose between two areas of concentration, botany or zoology, for the greater portion of his work. The major who chooses botany as his field of concentration will take Biology 142, 201, 202, 300, and 304. Those who choose zoology will take Biology 141, 142, 300, 331, and 332. In either field of concentration the student, with the consent of his advisor, may choose electives to complete the number of hours required for a major.

To complete a minor in the department the student is required to take 18 hours in biology including 141 and 142. Ten hours in electives, at least 7 of which must be upper division courses, may be chosen from other offerings in the department.

Premedical and pre dental students may meet biology requirements by taking Biology 141 and 142. It is recommended that they also take Biology 331 and 332. Prepharmacy students are required to take Biology 201 and 202. Preprofessional students in other fields will be advised as to which courses are required.

Biology 141 and 142 are required of students who expect to receive the B.A. degree. Other non-science students may complete biology requirements for graduation by taking 111 and 112. Biology 111 and 112 are designed specifically for non-science students and must not be taken by biology majors or pre-professional students.

100—Nature Study and Bio-conservation. (3).

Designed to stimulate an interest in living things in their environment and to encourage the use of field work in teaching nature study and conservation in the grades. Two hours lecture, two hours field or laboratory.

111—Introduction to Biology. (3).

Designed as a general survey in biology for non-science students and elementary teachers. The general biological principles are introduced, with emphasis on the animal kingdom. Not acceptable for pre-professional students and biology majors. Two-hours lecture; two hours laboratory.

112—Introduction to Biology. (3).

A continuation of Biology 111 with emphasis on the plant kingdom. Not acceptable for pre-professional students and biology majors. Two hours lecture; two hours laboratory. Prerequisite: Biology 111.

121—Anatomy and Physiology. (5).

A detailed study of the structure and function of the human organism. Primarily designed for student nurses and physical education majors. Lectures, demonstrations, and laboratory exercises. Three hours lecture; four hours laboratory.

130—Microbiology. (3).

A course designed to meet the requirements of student nurses and physical education majors. Two hours lecture; two hours laboratory.

141—General Plant Biology. (3).

A survey of the plant kingdom in which distribution, taxonomic relationships, morphology, physiology, and economic importance of selected forms are especially considered. Two hours lecture; four hours laboratory.

142—General Animal Biology. (5).

A survey of the animal kingdom in which the distribution, taxonomic relationships, morphology, physiology, and economic importance of selected forms are especially considered. Three hours lecture; four hours laboratory.

201—General Botany. (4).

Classification, distribution, structure, physiology and economic importance of lower plants. Required of pharmacy students and recommended for majors in biology and students planning to study agriculture, forestry or horticulture. Open to freshmen. Two lectures; four hours laboratory.

202—General Botany. (4).

Continuation of Biology 201 with a consideration of higher plants. Recommendations the same as for Biology 201. Two lectures; four hours laboratory.

241—Physiology. (3).

A study of the basic functional processes of the human body with a necessary amount of structure to provide clarity of the subject. Prerequisite: five hours of zoology; home economics majors by permission. A year of chemistry is recommended. Two hours lecture; two hours laboratory.

242—Physiology. (3).

A continuation of 241. Prerequisite: Biology 241. Two hours lecture; two hours laboratory.

300—Genetics. (4).

A study of the principles of heredity. Laboratory work includes drosophila breeding experiments. Two hours lecture; four hours laboratory. Prerequisite: Biology 141 and 142 or the equivalent.

301—Heredity. (2).

A lecture course on the principles of heredity with applications to human problems. Designed especially for non-science students and recommended for teachers or others who desire a better understanding of heredity and eugenics. Not acceptable as credit on a biology major. Two hours lecture-discussion.

302—Bacteriology. (4).

A general course dealing with the fundamentals of bacteriology. Two hours lecture; four hours laboratory. Prerequisite: one year of chemistry or one year of biology.

304—Field Botany. (4).

Representative specimens of plants in the Memphis area will be observed in their habitat, classified and mounted. Prerequisite: Biology 201 and 202 or Biology 141 and permission of instructor. Two hours lecture; four hours laboratory.

310—Landscape Gardening. (3).

A consideration of the selection, arrangement, and care of ornamental plants. Open to Juniors and Seniors. Three lectures each week.

311—General Entomology. (4).

An introduction to the insects, with emphasis on structure, development and behavior. Distribution, environmental relations, and the identification of major insect groups will be included. A representative mounted collection of local insects will be required. Two hours lecture; four hours laboratory. Prerequisite: General zoology.

320—Forestry. (3).

The art, science, history, distribution, and economic importance of forests. Three hours lecture each week.

331—Comparative Anatomy of Vertebrates. (5).

The origin, development, structure, and functions of the organs and systems of selected forms of vertebrates. Two hours lecture; six hours laboratory. Prerequisite: Biology 142.

332—Vertebrate Embryology. (4).

The development of selected vertebrate embryos from the fertilized egg cell. Two hours lecture; four hours laboratory. Prerequisite: Biology 331.

340—Ornithology. (3).

A study of the classification, habitats, migrations, and nesting habits of birds. Two hours lecture; two hours laboratory or field work. Prerequisite: Biology 142.

350—Economic Entomology. (4).

A study of the insect pests of farm, garden, orchard and household. Their structure, life history, injury, and control measures will be considered. Two hours lecture; four hours laboratory. Prerequisite: Biology 311, or permission of the instructor.

361—Parasitology. (3).

Distribution, morphology, life history, economic importance and control of some of the parasites of man and domestic animals Protozoa

through Platyhelminthes. One hour lecture; four hours laboratory.

362—Parasitology. (3).

A continuation of Biology 361. From Nematelminthes through arthropod vectors. One hour lecture; four hours laboratory.

404—Histological Technique. (3).

Methods of preparing animal tissues for microscopic study, theories of staining, and preparation of permanent mounts. One hour lecture; four hours laboratory. Prerequisite: five hours of zoology or consent of the instructor.

405—Sanitary Bacteriology. (4).

A study of microorganisms in relation to water and sewage; disinfection and disinfectants. Two hours lecture; four hours laboratory. Prerequisite: Biology 302 or its equivalent.

420—Aquatic Botany. (4).

A general study of the aquatic algae in local waters. Their identification and life history will be considered. Two hours lecture; four hours laboratory. Prerequisite: eight hours of botany.

440—Field Zoology. (4).

Designed to acquaint the student with a field knowledge of the animals of this locality. Identification, life history, and habitat will be considered. Birds and insects to be omitted. Two hours lecture; four hours laboratory. Prerequisite: eight hours of biology including five hours of zoology.

GRADUATE COURSES

Note: Courses preceded by "G" are described above.

G-404—Histological Technique. (3).

G-405—Sanitary Bacteriology. (4).

G-420—Aquatic Botany. (4).

G-440—Field Zoology. (4).

500—Special Problems. (4).

510—Plant Pathology. (4).

560—Protozoology. (4).

DEPARTMENT OF CLASSICAL AND MODERN LANGUAGES

Mr. Carson, Chairman

Miss Aden, Mrs. Heatherly, Miss Heiskell, Mr. Linden

LATIN

Students who major in Latin are required to take 12 hours of work in courses numbered above 299. The upper division courses will be chosen in consultation with the student's major advisor.

Students who minor in Latin are required to take 6 hours of work in courses numbered above 299. The upper division courses will be chosen in consultation with the student's major advisor.

Courses 321, 322, and 323 are given in English and are open to students who have had no Latin. These courses may not be used to satisfy the language requirement.

DESCRIPTION OF COURSES

111, 112—Elementary Latin. (3 credits each semester).

211, 212—Second year Latin. Selections from Cicero's *Orations*, Vergil, Books I-VI and Ovid's *Metamorphoses*. (3 credits each semester).

220—Advanced Latin Grammar and Composition. (3).

311—Horace's *Odes* and *Epodes* and *De Arte Poetica*. (3).

312—Selections from Cicero's Letters and Essays. (3).

313—Livy—Parts of Books I, XXI, XXII. (3).

321—Roman Public and Private Life. (3).

An outline of Roman history in the Later Republic and in the Augustan Age, giving the setting for careers of prominent Romans. This course is designed as a background for all courses in Roman literature. This course is given in English and is open to students who have had no Latin.

322—Greek and Roman Mythology. (3).

This course is given in English and is open to students who have had no Latin.

323—Latin and Greek Etymology. (3).

This course enables students to recognize and understand words coined from classical elements when met in context. The presentation of all prefixes and all important suffixes found in the formation of English technical words develops a rich background for science majors. This is open to students who have had no Latin or Greek.

411—Catullus. (3).

Offered in 1955-56 and alternate years.

413—Roman Comedy—Terence and Plautus. (3).

Offered in 1954-55 and alternate years.

420—Latin Satire—Martial, Juvenal, and Horace. (3).

Offered in 1954-55 and alternate years.

421—Vergil—Selections from Books VI-XII of the *Aeneid*. (3).

Offered in 1955-56 and alternate years.

FRENCH¹

Students who major in French are required to take 12 hours of work in courses numbered above 299.

Students who minor in French are required to take 6 hours of work in courses numbered above 299.

Tests may be given to determine whether or not a student who has had two years of French in high school should take French 211.

Students in first year French may earn 4 credits instead of 3 each semester by attending two laboratory periods each week. These consist of conversation with foreign students, work with French records and recorder.

DESCRIPTION OF COURSES

111, 112—Elementary French. (3 credits each semester).

211, 212—Intermediate French. (3 credits each semester).

311, 312—Survey of French Literature. (3 credits each semester).

321, 322—Conversational French. (3 credits each semester).

411, 412—The French Novel. (3 credits each semester).

421, 422—The French Drama. (3 credits each semester).

¹ Unless the student has at least 2 units of a foreign language earned in high school, credit towards a degree will not be allowed for less than one year's work in that language.

GERMAN

Students who minor in German are required to take 6 hours of work in courses numbered above 299. The upper division courses will be chosen in consultation with the student's major advisor.

DESCRIPTION OF COURSES

111, 112—Beginning German. (3 credits each semester).

Prose reading, vocabulary, pronunciation, grammar studies.

211, 212—Intermediate German. (3 credits each semester).

Extensive and intensive reading in German literature, enlarging the vocabulary, perfecting the pronunciation, reviewing the grammar.

222—Scientific German. (3).

Reading in medical and scientific German. Open to students who have completed German 211.

311, 312—Survey of German Literature. (3 credits each semester).

Readings of masterpieces and representative works setting forth German literature and culture from beginning to modern times.

321—Conversation and Composition. (3).

Practice in the speaking and understanding of German; intensive practice in composition and grammar review. (This course is offered only when the demand for it is sufficient).

SPANISH¹

Students who major in Spanish are required to take 12 hours of work in courses numbered above 299. The upper division courses will be chosen in consultation with the student's major advisor.

Students who minor in Spanish are required to take 6 hours of work in courses numbered above 299. The upper division courses will be chosen in consultation with the student's major advisor.

Students in first year Spanish may earn 4 credits instead of 3 each semester by attending two laboratory periods each week. These consist of conversation with foreign students, work with Spanish records and recorder.

A student who wishes to major in Spanish will be advised to take certain related courses as well as the prescribed courses in Spanish, on a basis of what studies he has had in high school and whether he wishes to use Spanish commercially or as a teacher.

DESCRIPTION OF COURSES

111, 112—Elementary Spanish (3 credits each semester).

Open to students who have had no Spanish and to students who have had less than the prerequisite for 211.

211, 212—Intermediate Spanish (3 credits each semester).

Prerequisite Spanish 112 or the equivalent, i. e., two years of high school Spanish.

311, 312—Survey of Spanish Literature. (3 credits each semester).

Offered in 1954-55 and alternate years. Prerequisite Spanish 212.

321—Advanced Composition and Conversation. (3).

Offered in 1955-56 and alternate years.

331—Commercial Spanish. (3).

Study of technical terms, vocabulary, and phraseology used in business and commerce with Spanish-speaking countries, such as letters, invoices and papers required by consular regulations. Offered in 1955-56 and alternate years.

411—Spanish Literature of the Siglo de Oro. (3).

412—Modern and Contemporary Spanish Prose. (3).

Novel, short story, and essay.

413—Modern and Contemporary Spanish Drama and Poetry. (3).

421—Spanish-American Literature. (3).

Drama, poetry and essay.

422—Spanish-American Short Story. (3).

423—Spanish-American Novel. (3).

¹ Unless the student has at least 2 units of a foreign language earned in high school, credit toward a degree will not be allowed for less than one year's work in that language.

DEPARTMENT OF ENGLISH

Mr. Evans, Chairman

Mr. Abbett, Mr. Bannon, Mr. Carson, Mr. Cornelius, Mrs. Evans, Mr. Farrior, Mr. Hill, Mr. Kendrick, Mr. Lewis, Mr. McLaurin, Mr. Merrin, Mrs. Phillips, Miss Seay, Mr. Smith, Mrs. Streeter, Mr. Taft, Mr. Wynn.

All candidates for graduation at Memphis State College are required to complete English 111, 112, 211, 212, or their equivalent. These courses should be taken consecutively through the freshman and sophomore years. No credit will be allowed on any course until all the preceding courses are completed. These courses cannot be dropped from the student's course load, except under very special conditions.

In addition to this requirement of 12 semester hours, students majoring in English must complete courses in the department as follows:

English 301, 302.....	not less than 3 hrs.
English 340, 341, 342, 351, 352.....	not less than 3 hrs.
English 420, 421, 422, 423.....	not less than 3 hrs.
English 432, 433.....	not less than 3 hrs.

Elective courses in English amounting to not less than 6 hours must be completed.

A minor in English includes English 111, 112, 211, 212 and 12 additional hours in English, at least 6 of which must be selected from the upper division courses required of an English major. These courses should be selected from two groups listed above as major requirements.

English majors planning to teach in high school should take the teaching of high school English in the Department of Education. Courses in advanced grammar, mythology, and English history are strongly urged for prospective teachers.

DESCRIPTION OF COURSES

111—English Fundamentals. (3).

Training in correct writing, including drill in sentence and paragraph construction, diction, punctuation, grammar, spelling, expository and narrative themes, and book reports.

112—English Fundamentals. (3).

A continuation of English 111, devoted to reading for comprehension, the more complex forms of writing (including the research paper), and an introduction to literary types.

211—English Literature. (3).

A survey of English literature from the beginning to the period of Romanticism, with emphasis placed on major writers: Chaucer, Spenser, Shakespeare, Milton, Dryden, Addison and Steele, Pope, and Goldsmith.

212—English Literature. (3).

A survey of English literature from the period of Romanticism

to the present day, with emphasis on the major writers: Wordsworth, Coleridge, Shelley, Byron, Keats, Carlyle, Tennyson, Browning, Arnold, Hardy, Housman, Yeats, and Eliot. English 211 is a prerequisite.

301—Survey of American Literature. (3).

From the Colonial period to the Civil War.

302—Survey of American Literature. (3).

Continuation of 301; from the Civil War to the present.

311—The Continental Novel. (3).

* Critical analysis and appreciation of representative novels chosen from the works of Tolstoi, Dostoevski, Turgenev, Gogol; Zola, Flaubert, France; Reymont, Zeromski; Romarque, Mann, Asch; Gide, Sartre.

312—The Modern American Novel. (3).

Critical analysis and appreciation of representative twentieth century novelists, including James, Cather, Dreiser, Crane, Norris, Anderson, Hemingway, Steinbeck, Dos Passos, Farrell, Caldwell, Faulkner, Bellows.

331—The Short Story. (3).

A critical study of modern short stories, English, American, and European; the authors' responses to the personal, social, and ethical problems of their time; and their techniques as artists.

332—Modern Poetry. (3).

Critical analysis and appreciation of representative works of the major recent and contemporary English and American poets, including Hardy, Hopkins, Yeats, Robinson, Frost, Pound, Eliot, Stevens, Williams, Thomas, and others.

340—Seventeenth Century Literature. (3).

The major poetry and prose of Donne, Ben Jonson, Bacon, Browne, Dryden and others are analyzed carefully and considered in relation to the historical and intellectual developments of the seventeenth century.

341—Eighteenth Century English Literature. (3).

Poetry and prose from Pomfret to Blake. Detailed study of representative works with some attention to the origin and course of "neoclassicism" and "Romanticism."

342—Romantic Poets of the Nineteenth Century. (3).

Detailed study of selected works from the poetry and prose of Coleridge, Wordsworth, Byron, Shelby, and Keats, with readings in Lamb, Hazlitt, De Quincey and other contemporaries.

351—Victorian Poetry. (3).

A study of major English poets writing between 1830 and 1900, with some consideration of the social, intellectual, and aesthetic interests of their times. Particular attention will be given to the poetry of Arnold, Rossetti, Morris, and Swinburne; additional selections will be drawn from the works of such poets as Fitzgerald, Clough, Christina Rossetti, Meredith, Hopkins, Hardy, and Housman.

352—Victorian Prose. (3).

A study of selections from the critical and philosophical prose of the great Victorians, with consideration of social, political, intellectual, and aesthetic ideas and interests of their era (1830-1900). Particular attention will be devoted to the major works of such authors as Carlyle, Mill, Newman, Arnold, Ruskin, Morris, Huxley, and Pater.

361—World Literature—Ancient Period. (3).

Classics from ancient literature, principally Greek and Roman, are studied with a view to discovering permanent elements of culture. English translations are used.

362—World Literature—Medieval Period. (3).

A study of translated European classics beginning with the Medieval epic and ending with the Renaissance.

371—Advanced Composition. (3).

Class discussion of literary forms and individual tuition in the writing of essay, short story, poem, criticism, and research paper. Prerequisite: permission of the instructor.

380—Biblical Literature. (3).

A study of selected books from the Old and New Testaments for their literary value. Consideration is given to the place of the Bible in world literature. Attention is called to famous literary forms appearing in biblical literature.

400—The Principles of Literary Criticism. (3).

A study, including actual work with poetry and prose, of the principles underlying the analysis and evaluation of literature.

411—Early English Drama. (3).

British Drama is traced from its beginnings to the closing of the theaters in 1642, exclusive of Shakespeare.

412—English Drama Since 1642. (3).

The course of British Drama is further traced, beginning with the Restoration and continuing to the present era.

420—Spenser. (3).

The Faerie Queene and other major poems are studied in the context of the historical, intellectual, and literary developments of the English Renaissance.

421—Chaucer. (3).

As many of *The Canterbury Tales* as possible are read and discussed in class.

422—Milton. (3).

The poetry of Milton is emphasized in this course, with some attention given to his essays. Papers and reports are assigned.

423—Tennyson and Browning. (3).

An intensive study of selected poems of different types produced by each poet. Their philosophy and religion are considered, as well as their connection with forerunners and successors.

432—Shakespeare's Tragedies. (3).

All of Shakespeare's tragedies are read and critical examination is made of at least five of the author's greatest works. Attention is given to the principles governing tragedy.

433—Shakespeare's Comedies and Histories. (3).

The best known of Shakespeare's Comedies are included in this course. In addition several of his histories are studied.

441—The English Language. (3).

This course involves a thorough investigation of the development of the English language from the standpoint of its phonology and etymology.

442—Semantics and English Grammar. (3).

The focal points of the course are the meaning and use of English words and the historical development of English grammatical principles.

451—The English Novel. (3).

A critical appreciation of representative novels. Class discussion of their literary and historical merit and of their reflection of their authors' responses to the personal, social, and ethical problems of their times. From the Age of Elizabeth to mid-nineteenth century.

452—The English Novel. (3).

A continuation of 451. From mid-nineteenth century to the present.

461—American Authors. (3).

An analysis of the work of three nineteenth century writers of fiction—Poe, Hawthorne, and Melville—with special attention to their themes and artistic forms.

462—American Authors. (3).

An appreciation of Emerson, Thoreau, and Whitman as poets and essayists, with emphasis upon their place in the development of ideas and art forms.

470—The South in Literature. (3).

A study of the culture and traditions of the South as reflected in its literature. Considerable independent reading will be required.

GRADUATE COURSES

Courses preceded by "G" are described above.

G400—The Principles of Literary Criticism. (3).

G411—Early English Drama. (3).

G412—English Drama Since 1642. (3).

G420—Spenser. (3).

- G421—Chaucer. (3).
G422—Milton. (3).
G423—Tennyson and Browning. (3).
G432—Shakespeare's Tragedies. (3).
G433—Shakespeare's Comedies and Histories. (3).
G441—The English Language. (3).
G442—Semantics and English Grammar. (3).
G451—The English Novel. (3).
G452—The English Novel. (3).
G461—American Authors. (3).
G462—American Authors. (3).
G470—The South in Literature. (3).
531—Studies in Ancient Drama. (3).
532—Studies in Medieval and Modern Drama. (3).
541—Studies in Restoration and Eighteenth Century Satire. (3).
542—Studies in the Eighteenth Century Novel. (3).
551—Milton and His Age. (3).
552—Milton and His Age. (3).
561—American Literature before 1860. (3).
562—American Literature Since 1860. (3).
571—Studies in the Literature of the Romantic Period. (3).
572—Studies in Victorian Literature. (3).

JOURNALISM

Courses in journalism are open to all college students. A limited number of credits may be counted as elective in the English major.

A minor in English-Journalism may be completed in the department provided the student takes 12 hours in journalism in logical sequence to meet planned needs. All students taking a minor must take Journalism 112 and should take 312, 323, and 330 to provide a well-rounded background in the various journalistic fields.

Description of Courses

- 111—Introduction to Modern Journalism. (3).

A survey course in the social background, the scope, the functions, the organization of modern mass media of communication. Attention will be given to the newspaper, the magazine, radio and television. (Formerly Journalism 211).

- 112—Elementary News Writing. (3).

A study of the news story structure with practice in writing the simpler types. It also will include a study of the factors that determine the value of news. Both the practical and theoretical aspects will be considered. (Formerly Journalism 212).

- 211—Reporting. (3).

Based on assignment work for *The Tiger Rag*, student weekly newspaper. These assignments will cover the entire range of community news and will provide experience in getting and writing local stories. (Formerly Journalism 311).

212—Copyreading and Newspaper Makeup. (3).

Analysis of headline writing and discussion of page makeup of the newspaper, with *The Tiger Rag* used as a laboratory. (Formerly Journalism 312).

311—Literary Journalism. (3).

A survey of the lives and works of journalists who have attained fame in literature. An attempt will be made to answer the question: Are literature and journalism compatible? Some time will be devoted to bibliographical study. This course is offered alternate years and will be presented again in 1956. (Formerly Journalism 313).

312—Feature and Article Writing. (3).

A study of the magazine market and the techniques involved in writing the feature story. Students will write and submit articles for publication in magazines, newspapers, and for acceptance by syndicates. Attention will be paid to requirements for periodicals to which sale is attempted.

321—Journalism in the Secondary Schools. (3).

Intended primarily for those who expect to teach journalism in high school or to supervise high school publications. Financial problems, manner of directing high school courses and publications, and their relation to educational objectives will be discussed.

322—Advanced Reporting. (3).

A course intended to develop further the complete reporter by building on the foundations laid in Course 211. Attention will be paid to specialized reporting, including featurized news, sports, society, critical writing, handling publicity. *The Tiger Rag* will be used as a laboratory.

330—Radio News Writing and Editing. (3).

This is a course in the processing of news for radio. Students will study radio news style, practice and preparation for special-event reporting. Students must have a knowledge of current events. Work will include one lecture period each week at the college and four hours each week working in Memphis Radio station WMPS news room.

401-402—Journalism Laboratory. (1 credit each semester).

Internships for students who have completed basic courses in journalism or whose work in other phases of journalism will prepare them to handle the duties. Students may take work on either (a) *The Tiger Rag*, student newspaper, or (b) *The DeSoto*, student yearbook. Only juniors and seniors are permitted to enter these courses.

411—History of Journalism. (3).

A study of the origin of journalism in America and its development in the United States to the present time. It is recommended a student complete courses in United States history before enrolling in this class. No other journalism courses are required prior to taking this course.

412—The Editorial. (3).

A study of the work of the editor and editorial writer with emphasis upon editorial writing and thinking. Editorial problems, methods, policies, and style will be studied. This course is offered alternate years with Course 311. It will be offered in 1955.

413—The Community Newspaper. (3).

A survey of the problem of the community newspaper administration. Historical and contemporary views of the small town daily and country weekly newspaper will be studied in their economic, social and cultural aspects, with emphasis on the role of the editor in community life.

450—Public Relations. (3).

A survey course presenting the field of public relations to the layman so he may best deal with newspapers, radio and television stations, and other media. A course designed to aid all individuals to better their contacts with these media so that all may gain through better handling of news.

Graduate Course

Course preceded by "G" is described above.

G450—Public Relations. (3).

DEPARTMENT OF HISTORY

Mr. Mitchell, Chairman

Mr. Boom, Mr. Brown, Miss Gyles, Mr. Miller

Mr. Newcomer, Mr. Noyes, Mr. Sossomon, Mrs. Woodbury

For the general requirements for either the B.A. or B.S. degree, see pages 46-49. The specific requirements for a major in history are as follows:

1st year—History 111-2, and Geography 121-2.

2nd year—History 221-2; and Economics 211-2, or Political Science 221-2, or Sociology 211-2.

3rd. year—Six hours in 300 or 400 courses.

4th year—Six hours in 300 or 400 courses.

Hours required in history, 24; additional hours required, 12.

History 221-2 must be completed for college graduation. These courses are also prerequisites for all 300 and 400 courses in history.

A minor in history includes 12 hours in the Lower Division and 6 hours in the Upper Division.

EUROPEAN HISTORY

111—European Civilization from 1300 to 1789. (3).

This course offers the history of Europe from 1300 to 1789.

112—European Civilization from 1789 to the present. (3).

This course offers the history of Europe from 1789 to the present.

301—History of England before 1660. (3).

The development and growth of England, including the mingling of racial and cultural elements, into a nation. Particular attention will be given to constitutional progress and the achievements of the Tudor and Stuart periods.

302—England since 1660. (3).

The development of England's democratic government will be emphasized. Economic, social, intellectual, diplomatic, and imperial affairs will also be considered.

313—Medieval History. (3).

A study of the economic and political forces, and more especially the intellectual and cultural movements of the period ending with the Roman Empire in the west and ending with the beginnings of modern thought during the Renaissance.

401—Modern History of the Far East. (3).

This course offers the history of the Far East since 1800.

402—Russian History. (3).

This course offers a survey of Russian history from early times to the present.

411—The French Revolution. (3).

The Enlightenment, the French Revolution, and the Napoleonic era will be studied. Attention will be paid to the effects of these movements on Europe as a whole.

412—Europe in the Nineteenth Century. (3).

This course traces the history of Europe through the periods of reaction, revolution, unification and reform, 1815-1914.

413—Europe in the Twentieth Century. (3).

This course deals with the rapid developments leading through World War I, the peace conference, the uneasy inter-war years, World War II, and recent reconstruction and efforts to secure the peace.

441—History of the Ancient Near East. (3).

A study of the early civilizations of Mesopotamia, Egypt, and Palestine. Especial attention will be paid to the interrelation of cultural influences between these areas and the contributions of each to western culture.

442—History of Greece. (3).

The growth and peak of ancient Greek civilization are presented in this course. Emphasis will be placed on the philosophy, literature, art and architecture of the classic and Hellenistic periods. (Formerly 311).

443—The History of Rome. (3).

Roman expansion, organization and administration of the Republic and the Empire will be considered in this course. The permanent contributions of Rome to western culture in law, government, and literature will be especially considered. (Formerly 312).

451—The Renaissance. (3).

A study of the achievements and forces, political and economic, social and cultural, creative and intellectual, which made up this fascinating foundation of modern western and European culture.

452—The Age of the Reformation. (3).

This course offers the history of the Age of the Reformation in European history.

453—The Age of Absolutism. (3).

This course describes the development of Europe from the Peace of Westphalia to the Enlightenment. Primary emphasis will be placed on political history, but attention will be given to intellectual, scientific, and social developments.

AMERICAN HISTORY

221—United States to 1877. (3).

The first of two courses presenting a survey of United States history from the discovery of America to the present. The course includes a study of European backgrounds, colonial America, the development of the constitution, and national growth and problems to 1877.

222—The United States Since 1877. (3).

A continuation of History 221, completing the year of study of American History.

321—Colonial America. (3).

A study of English America before 1783. Considerable attention is also given to Spanish, French, and Dutch colonization.

322—The West. (3).

A study of the significance of the frontier in the development of the United States from the Revolutionary period to 1890.

331—American Diplomatic History to 1889. (3).

This course begins with the diplomatic history of the Revolution and emphasizes treaties and foreign relations as they affected the expansion and development of the United States to 1889.

332—American Diplomatic History Since 1889. (3).

A continuation of 331, beginning with the development of Pan-Americanism and extending through the diplomacy of World War II.

341—Economic History of the United States to 1877. (3).

This course offers the economic history of the United States to 1877.

342—Economic History of the United States from 1877 to the present. (3).

This course offers the economic history of the United States from 1877 to the present.

421—Foundations of Twentieth-Century America. (3).

A comprehensive study of the United States from the end of the Civil War to the outbreak of World War I.

422—Recent American History. (3).

A comprehensive study of the United States from World War I to the present.

431—Tennessee. (3).

The political, economic, and social development of Tennessee from 1769 to 1861 is emphasized. A study is made of the land question, Indian affairs, internal improvements, early educational developments, the Constitutional Convention of 1834, the slavery controversy, and secession.

432—The Old South. (3).

This course begins with a study of the colonial South and traces its history to secession. It involves a study of the economic and social patterns of the South in their relation to Southern ideology. Special attention is devoted to the Southern political leader and the relation of slavery to his thought and political ideas.

461—Intellectual History of the United States, 1400-1861. (3).

A study of the principal idea-systems influencing the character of American society from its founding until the Civil War. (Formerly 531).

462—Intellectual History of the United States, 1861-1950. (3).

A study of the principal idea-systems influencing the character of American society from the Civil War to the present. (Formerly 532).

Graduate Courses

Note: Courses preceded by "G" are described above.

G401—Modern History of the Far East. (3).

G402—Russian History. (3).

G411—The French Revolution. (3).

G412—Europe in the Nineteenth Century. (3).

G413—Europe in the Twentieth Century. (3).

G421—Foundations of Twentieth-Century America. (3).

G422—Recent American History. (3).

G431—Tennessee. (3).

G432—The Old South. (3).

G441—History of the Ancient Near East. (3).

G442—History of Greece. (3).

G443—The History of Rome. (3).

G451—The Renaissance. (3).

G452—The Age of the Reformation. (3).

G453—The Age of Absolutism. (3).

500—Historical Method. (3).

506—Early Colonial Studies. (3).

507—Recent Colonial Studies. (3).

516—European Diplomacy, 1870-1918. (3).

517—European Diplomacy since 1918. (3).

521—The Revolutionary Era, 1763-1789. (3).

522—Jeffersonian and Jacksonian Democracy. (3).

527—The New South. (3).

528—The Progressive Movement in American History. (3).

539—Seminar in History. (3).

593—Thesis Writing. (3).

DEPARTMENT OF MATHEMATICS

Mr. Kaltenborn, Chairman

Mr. Anderson, Mr. Hagewood, Mrs. Kaltenborn, Mrs. McBride,

Mr. Perry, Mr. Potter, Mr. Reeves

This department offers basic mathematics training appropriate to the various programs of study. While it is not necessary that every student acquire a working knowledge of mathematics, it is desirable that every student obtain at least a general acquaintance with the nature of Mathematics as an essential part of a well-rounded education. The course, Fundamental Concepts of Mathematics (Math. 101, 102), is designed to fill this need. This course is recommended for students wishing to satisfy the natural science requirement for the B.A. or B.S. degree.

Technical courses in mathematics are offered for students in the natural sciences or engineering. Pre-Engineering students who lack high school credit in solid geometry should schedule this course (Math. 100). Students who lack adequate background in high school algebra should complete Math. 121 before scheduling College Algebra (Math. 141).

Requirements in mathematics for teacher certification are listed elsewhere in this catalog, under the School of Education. Students majoring in mathematics who wish to obtain teaching certificates must comply with all the general and professional requirements described by the School of Education.

Students majoring in mathematics may choose either the Bachelor of Science or the Bachelor of Arts degree. For either degree, the minimum requirements in mathematics are: one year of calculus (Math. 311, 312) and its prerequisites, (Math. 141, 142, 143) and 9 semester hours in courses numbered above 312. In addition, one year of either physics or chemistry is required.

A minor in mathematics consists of not less than 18 semester hours, including at least 6 hours numbered above 299.

Courses

100—Solid Geometry. (2).

101—Fundamental Concepts of Mathematics. (3).

A general cultural course presenting an over-all picture of mathematics. Study of number systems, pictorial representation, algebraic processes, geometric processes, and consumer mathematics. Emphasis on major concepts of number, measure, function and proof.

102—Fundamental Concepts of Mathematics. (3).

Continuation of Mathematics 101. Study of logarithms, trigonometry, graphing, conic sections, and introduction to calculus.

121—Basic Mathematics. (3).

Functional arithmetic, operations of algebra, a study of business applications of mathematics.

122—Basic Mathematics. (3).

Intermediate algebra, including quadratic equation and binomial theorem; curve tracing; scale drawings; trigonometric functions.

141—College Algebra. (3).

Prerequisite: Math. 121 or permission of the department.

142—Trigonometry. (3).

Prerequisite: Math. 141 or permission of the department.

143—Analytic Geometry. (3).

Prerequisite: Math. 102 or 122 or 141.

301—Mathematics of Finance. (3).

Prerequisite: Math. 102 or 121.

311—Calculus. (5).

Prerequisite: Math. 143.

312—Calculus. (5).

Prerequisite: Math. 311.

321—Statistics. (3).

Prerequisite: Math. 122 or 141.

322—Statistics. (3).

Prerequisite: Math. 321.

411—Differential Equations. (3).

Prerequisite: Math. 312.

421—History of Mathematics. (3).

422—Theory of Numbers. (3).

431—Probability. (3).

Prerequisite: Math. 141.

441—Algebraic Theory. (3).

Prerequisite: Math. 141.

461—College Geometry. (3).

471—Advanced Calculus. (3).

Prerequisite: Math. 312.

Graduate Courses

Courses preceded by "G" are described above.

G421—History of Mathematics. (3).

G422—Theory of Numbers. (3).

G431—Probability. (3).

G441—Algebraic Theory. (3).

G461—College Geometry. (3).

G471—Advanced Calculus. (3).

DEPARTMENT OF MUSIC**Mr. Harris, Chairman****Mr. DeFrank, Mr. Eaheart, Miss Gandy, Mr. Gilbert, Mr. Haggh,****Mr. Hale, Mrs. Maxwell, Miss Quant, Mr. Robertson,****Mrs. Taylor, Mr. Webber.****MUSIC MAJOR**

Students who wish to secure the Bachelor of Arts or the Bachelor of Science degree in the School of Arts and Sciences with a major in music may elect any one of the four fields of concentration, i.e., music history and literature, music theory, applied music, or church music.

Majors in music are required to complete 32 hours of general requirements called the music core, plus additional specialized courses in one chosen field of concentration. These courses are listed below.

Music Core (Major)

111-112—Music Theory I.....	6
211-212—Music Theory II.....	6
401-402—History of Music.....	4
301—Counterpoint	2
308—Form and Analysis	2
315—Instrumentation	2
317—Conducting and Score Reading.....	2
Piano, Organ, Voice, Orchestral Instrument.....	8
(Completion of sophomore requirements)	
Total	32

Fields of Concentration (Choose one)**I. Music History and Literature**

A. Core Subjects	32
B. Advanced History and Literature Courses.....	9
411—Comparative Arts. (3).	
412—Modern Music. (3).	
413—Wagner, and the Opera. (3).	
414—Keyboard Literature. (3).	
Total	41

II. Music Theory

A. Core Subjects	32
B. Advanced Theory ¹	8
302, 303—Canon and Fugue. (2 credits each semester).	
405, 406—Composition. (2 credits each semester).	
Total	40

¹ Individual instruction with additional fees as stated for applied music courses.

III Applied Music ¹ (Senior recital required)	
A. Core Subjects	32
B. Piano, Voice, Organ, Orchestral Instrument at Upper Division level.....	8
	Total
	40
IV. Church Music	
A. Core Subjects	32
B. Church Music	9
417—Choral Techniques. (3).	
418—Liturgics. (3).	
419—Sacred Music. (3).	
	Total
	41

¹The student who majors in applied music and also wishes to become certified to teach public school music may, with approval of the Director of the School of Arts and Sciences and the Chairman of the Department of Music Education, substitute the music core required in the School of Education for the music core required in the School of Arts and Sciences.

MUSIC MINOR

The student in the School of Arts and Sciences who wishes to minor in music may select any one of three different fields of concentration, i.e., music history and literature, applied music, or church music. Minors in music are required to complete a music core of 20 hours credit plus additional specialized courses in one chosen field of concentration.

Music Core (Minor)

111, 112—Music Theory I.....	6
308—Form and Analysis	2
401, 402—History of Music.....	4
Piano, Voice, Organ, or Orchestral Instrument.....	8
	Total
	20

Fields of Concentration

I. Music History and Literature	
A. Core	20
B. Advanced History and Literature Courses.....	6
(Chosen with the advisor's approval)	
	Total
	26
II. Applied Music	
A. Core	20
B. Applied Music (At Upper Division Level).....	8
	Total
	28
III. Church Music	
A. Core	20
B. Church Music	8
419—Sacred Music or Mus. 418—Liturgics. (3).	
317—Conducting. (2).	28
417—Choral Techniques. (3).	

DESCRIPTION OF COURSES

101—Introduction to Music. (2).

This course is planned to give the student an appreciation of the music and the lives of composers from the time of Bach to the present day. It does not require prior training.

111, 112—Music Theory I. (3 credits each semester).

A correlated study of homophonic forms, two-part counterpoint, elementary harmony, sight-singing, and ear-training covering rhythmic, melodic, and chordal recognition.

211, 212—Music Theory II. (3 credits each semester).

A correlated study of more advanced harmony, sight-singing, and ear-training covering sevenths, ninths, and altered chord structures.

301—Counterpoint. (2).

The writing of counterpoint in two and three parts. Study of both the vocal polyphony of the sixteenth century motet and the contrapuntal practices of eighteenth century instrumental forms.

302, 303—Canon and Fugue. (2 credits each semester).

A study of the fundamentals of canonic and fugal writing, including the analysis of important works by Bach. Composition of canons and fugues.

305, 306—Composition. (2 credits each semester).

Compositions in the smaller forms and the sonata form, utilizing both vocal and instrumental mediums. Study of contemporary compositional techniques. Analysis of important standard and contemporary compositions. (Individual study with added fees as under Applied Music).

308, 309—Form and Analysis. (2 credits each semester).

A study of the basic principles underlying the formal structure of music. Outstanding examples of the suite, sonata, and symphony are analyzed.

315, 316—Instrumentation. (2 credits each semester).

A study of the compass, possibilities, and tonal characteristics of orchestral and band instruments. Arranging of various types of compositions for string, wood-wind, and brass ensembles. Piano, organ, and choral compositions arranged for full orchestra. Transcriptions of selected works for band.

317, 318—Conducting and Score Reading. (2 credits each semester).

Study of the fundamentals of conducting in both choral and instrumental fields. Individual practice in conducting with the opportunity for each student to conduct vocal and instrumental groups.

319—Music Appreciation. (2).

An introduction to music through a study of its literature and history. Significant compositions are oriented to their proper social, cultural, economic, and political settings in order to bring about the most effective understanding and enjoyment of the music.

401, 402—History of Music. (2 credits each semester).

A study of the development of the significant musical styles with special attention to the individual contributions of the major composers. Music representative of the various epochs heard through extensive use of phonograph recordings.

405, 406—Composition II. (2 credits each semester).

Continuation of Music 306 with composition in the larger forms. (Individual study with added fees as under Applied Music).

411—Comparative Arts. (3).

A study of cultural activities in their interrelation with each other, and with corresponding historic and economic events. Open to non-music majors without prerequisite.

412—Modern Music. (3).

A study of contemporary music and composers from Debussy to the present time. The works of Stravinsky, Bartok, Hindemith, and Schoenberg will be considered as well as the works of American contemporaries. Open to non-music majors without prerequisite.

413—Wagner and the Opera. (3).

A survey of the opera before Wagner, a study of the music dramas of Richard Wagner and the operas of his contemporaries. The dramatic and musical significance of each phase of the development of the two forms. Open to non-music majors without prerequisite.

414—Keyboard Instrument Literature. (3).

A survey of the literature of the early keyboard instruments, the piano, and the organ emphasizing the styles of composition as well as the development of the instruments. The "sound-ideal" of each period. Open to non-music majors without prerequisite.

417—Choral Techniques. (3).

Organizing and developing accompanied and unaccompanied choral groups at all levels. Rehearsal procedures; materials; conducting.

418—Liturgics. (3).

The historical development and present significance of the Roman, Lutheran, and Anglican liturgies; the elements of these forms as found in the worship services of non-liturgical denominations.

419—Sacred Music. (3).

Music in the history of the Protestant church; hymnology and the performance of hymns; church choir organization; planning the service; organ and choral repertory.

APPLIED MUSIC

Applied music study is offered at two distinct levels, (1) preparatory, and (2) collegiate. Lessons are given on the campus by regular faculty members and by affiliated instructors. Practice facilities are provided without charge but additional fees are charged for the individual lessons. For the amount of fees, see "General Information, Fees and Expenses."

The Preparatory Level

Any student regardless of initial degree of advancement may register for individual lessons at the preparatory level.

CREDIT: One semester hour credit will be granted for one thirty-minute lesson weekly. Two semester hours credit will be granted for two thirty-minute lessons weekly. Practice hours will be assigned by the instructor to meet the needs of the student.

071—Preparatory Piano. Individual Lessons. (1 or 2 credits each semester).

081—Preparatory Orchestral Instruments. Individual Lessons. (1 or 2 credits each semester).

091—Preparatory Voice. Individual Lessons. (1 or 2 credits each semester).

095—Preparatory Organ. Individual Lessons. (1 or 2 credits each semester).

The Collegiate Level

All students who desire to enroll in courses at this level will be given a placement test which pre-supposes extensive training prior to college entrance. Those who fail will study at the preparatory level until such a time as they are able to pass the placement test.

CREDIT: Two semester hours credit for one thirty-minute lesson and a minimum of twelve hours practice weekly. (With the instructor's permission, students who are unable to meet the minimum practice requirements for two hours credit may register for one semester hour credit). Four semester hours credit for two thirty-minute lessons and a minimum of eighteen hours practice weekly.

EXAMINATION: Each student at the collegiate level will prepare and present musical selections and technical exercises of a grade of difficulty appropriate to his standing. The examinations will be given near the end of each semester and will be attended by all, or any portion, of the faculty of the Department of Music. No credit will be awarded to a student who fails to take the examination.

CLASS STANDING: Compositions and technical requirements listed with each of the course numbers in the following section are intended to suggest only the approximate grade and not the extent of study to be carried out each year. Normally, it is expected that a student will complete eight semester hours of work at one class standing before advancing to the succeeding class standing.

171. Piano. Individual Lessons. (1, 2, or 4 credits each semester).

(Prerequisite: Ability to perform Bach Two-Part Inventions, a movement from a simpler Beethoven Sonata, or compositions of equal difficulty).

Bach: French Suites; selected Preludes and Fugues from **Well-Tempered Keyboard**. Beethoven: Sonatas, Op. 2, No. 1; Op. 26. Compositions of Romantic and contemporary composers. Scales and arpeggios at moderate tempos.

271. Piano. Individual Lessons. (1, 2, or 4 credits each semester).

Bach: English Suites; selected Preludes and Fugues from **Well-Tempered Keyboard**. Beethoven: Sonatas, Op. 28; Op. 79. Sonatas of Mozart and Haydn. Compositions of Schumann, Chopin, Brahms, and contemporary composers. Scales and arpeggios at more rapid tempos.

371. Piano. Individual Lessons. (1, 2, or 4 credits each semester).

Bach: Partitas; selected Preludes and Fugues from **Well-Tempered Keyboard**. Beethoven: Sonatas, Op. 90; Op. 31, Nos. 2 and 3; Op. 10, No. 3. Sonatas of Mozart and Haydn. Concertos of Mozart, Schumann, Mendelssohn, Grieg. Scales and arpeggios at maximum speeds.

471. Piano. Individual Lessons. (1, 2, or 4 credits each semester).

Bach: Chromatic Fantasy and Fugue; Italian Concerto; Toccatas. Beethoven: Sonatas, Op. 52; Op. 57; Op. 110. Concertos of Beethoven and Mozart. Sonatas of Brahms, Schumann, Chopin, Prokofieff, Hindemith. Difficult compositions of Romantic and contemporary composers. A full public recital creditably presented.

181. Orchestral Instruments. Individual Lessons. (1, 2, or 4 credits each semester).

281. Orchestral Instruments. Individual Lessons. (1, 2, or 4 credits each semester).

381. Orchestral Instruments. Individual Lessons. (1, 2, or 4 credits each semester).

481. Orchestral Instruments. Individual Lessons. (1, 2, or 4 credits each semester).

The specific requirements for each of the orchestral instruments may be obtained by writing to the Chairman of the Department of Music. These requirements are similar in their general nature to those enumerated for piano, voice, and organ. The instrumental major must present a senior recital, appear as soloist with the orchestra, have four years orchestral and chamber music experience, and be able to play piano accompaniments of average difficulty.

191. Voice. Individual Lessons. (1, 2, or 4 credits each semester).

Correct posture and breathing. Enunciation and pronunciation as applied to singing. Easier vocalises by Marchesi, Vaccai, Seber, Concone, and others. Standard songs and simpler classics by Franz, Handel, Schubert and others in English. Italian diction.

291. Voice. Individual Lessons. (1, 2, or 4 credits each semester).

Special attention to tone quality and pitch consciousness. Major, minor and chromatic scales; arpeggi. Exercises to develop agility, flexibility, staccato, and sustained tone. Songs of the old Italian masters in Italian. Songs of Mozart, Schubert, Schumann, and others in German and English.

391. Voice. Individual Lessons. (1, 2, or 4 credits each semester).

Development of style and interpretation. Songs in French. Study of the recitative form. Arias in Italian, French, German, and English. Songs by Brahms and Wolf. Songs by representative contemporary composers.

491. Voice. Individual Lessons. (1, 2, or 4 credits each semester).

Building a concert repertory. Stage presence. Modern songs of all countries in the original languages and in English. A full recital creditably presented.

(Voice majors must be able to play piano accompaniments of average difficulty. A minimum of 6 credits in French and 6 credits in German must be earned before graduation).

195. Organ. Individual Lessons. (1, 2, or 4 credits each semester).

Prerequisite: Freshman standing in piano.

Gleason: **Method of Organ Playing**. Bach: Short Preludes and Fugues; Christ lag in Todesbanden, from **Orgelbuchlein**. Easier selections by contemporary composers.

295. Organ. Individual Lessons. (1, 2, or 4 credits each semester).

Gleason: Continuation of **Method of Organ Playing**; Bach: Prelude and Fugue in A major; In dir ist Freude, from **Orgelbuchlein**. Bonnett; selections from Vol. I, **Historical Recital Series**. Suitable selections by contemporary composers.

395. Organ. Individual Lessons. (1, 2, or 4 credits each semester).

Bach: Toccata and Fugue in D minor; Second Sonata; Choral Prelude, Num Komm' der Heiden Heiland. Franck: Piece Heroic. Mendelssohn: selected movements from the six sonatas.

495. Organ. Individual Lessons. (1, 2, or 4 credits each semester).

Bach: Fantasie and Fugue in G minor; Chorale Prelude, Nun freut euch. Franck: Chorales in A minor, E major. Widor and Vierne: selected movements from the symphonies. Selected compositions by Dupre, Mulet, Karg-Elert, Sowerby, Messiaen, and others.

Music Organizations.

- 151, 251, 351, 451—College Band. (1 credit each semester).

The college band is open to all qualified students of the college. During the fall, much of the band's activity is directed toward preparation of half-time demonstrations for football games. At other times, emphasis is given to the band as a concert organization. Three hours laboratory.

- 154, 254, 354, 454—College Orchestra. (1 credit each semester).

The orchestra offers opportunities for sight-reading and orchestral routines to the more capable students of string and wind instruments. Standard overtures, suites, and symphonies are studied and presented in concert. The orchestra also appears with the college choir in joint presentations of opera and oratorio. Three hours laboratory.

- 161, 261, 361, 461—College Choir. (1 credit each semester).

Open to all qualified students who like to sing; standard choral, oratorio, and operatic literature is studied and presented in concert. Three hours laboratory.

Music Education Courses.

For description of music education requirements and courses see School of Education, Department of Music Education.

DEPARTMENT OF PHILOSOPHY AND PSYCHOLOGY

Mr. Hughes, Chairman

Mr. Andersen, Mr. Crumbaugh, Mr. Soika, Mr. Wilkinson

Required for the major: 18 hours in psychology, 6 of which must be from the 300-400 level, and 6 hours in philosophy.

Required for the minor: 18 hours in psychology, or 15 hours in psychology and 3 hours in philosophy.

Description of Courses

Psychology 112—General Psychology. (3).

The mental structure; the functions of the muscular-glandular system and the nervous system in behavior. The fundamentals of adjustment to environment.

113—Psychology of Personal Adjustment. (3).

This course (following 112) is intended as a terminal course for those who do not plan to continue in psychology, and as an introduction to the topics treated more intensively in advanced courses.

211—Psychology of Vocational Adjustment. (3).

A study of the abilities, interests, and personal qualities that should determine the choice of a vocation, by means of a battery of personality tests, and tests of scientific, musical, business, art, and mechanical aptitudes.

212—Psychology in Business and Industry. (3).

Attitudes, morale, skill, motivation, fatigue, and other psychological factors important in employer and employee relations in business and industry.

213—Social Psychology. (3).

A study of the influences of group behavior and cultural traditions upon the individual's vocational, domestic, and social adjustments. The psychological factors in the major social problems of today.

311—Psychology of Personality. (3).

A study of the origins of personality traits and their development into normal patterns of behavior.

312—Psychology of Behavior Disorders. (3).

Descriptions and interpretations of types of behavior deviating from the normal. Distinction between the functional and the organic causes of the neuroses and psychoses.

313—Great Contributions to Psychology. (3).

Binet's studies of intelligence; Galton's studies of individual differences; Pavlov's experiments in conditioning; Thorndike's animal experiments; Watson's studies of infant behavior; Cannon's studies of emotional behavior, and others.

414—Psychology of Exceptional Children. (3).

Home and school problems of handicapped, retarded, emotionally unstable, precocious, or gifted children. Majors may substitute for Psychology 313.

Philosophy 411—Survey of Philosophy. (3).

Historical survey of philosophical thought. A study of the systems of thought associated with the great names in western philosophy, and their connections with political and social circumstances.

412—Ethics. (3). (Formerly entitled Contemporary Philosophy).

Moral and ethical problems of today and traditional attitudes toward them in the light of the biological, psychological, and social sciences.

413—Philosophy of Education. (3).

How a philosophy of education suited to the intellectual and emotional needs of men, and consistent with the ideas of democracy, can be derived from the study of literature and the fine arts, world history, science, and human relations.

GRADUATE COURSES

Courses preceeded by "G" are described above.

Philosophy G411—Survey of Philosophy. (3).

G412—Ethics. (3).

G413—Philosophy of Education. (3).

Psychology G414—Psychology of Exceptional Children. (3).

DEPARTMENT OF PHYSICAL SCIENCES

Mr. Hayden, Chairman

Mr. Estes, Mr. Fisher, Mr. Fox, Mr. Hayes, Mr. Holmes, Mr. Ijams,
Mr. McNees, Mr. Nemitz

Students majoring in chemistry must select 32 semester hours of credit from the chemistry courses listed in this catalog. General Inorganic Chemistry (111, 112) is a prerequisite for all other courses in chemistry. The courses required for a major in chemistry are:

1st year—Chemistry 111, 112 and Mathematics 121 or 141.

2nd year—Chemistry 211, 212 or Chemistry 321, 322.

3rd year—Chemistry 321, 322, or Chemistry 411, 412; or Chemistry 421, 422. Mathematics 311, 312 are desirable if Physical Chemistry (411, 412) is elected.

4th year—Chemistry 401, 402; or Chemistry 411, 412; or Chemistry 421, 422; or Chemistry 451, 452. Mathematics 311, 312 are desirable if Physical Chemistry (411, 412) is elected.

A minor in chemistry may be secured by completing 18 semester hours as follows:

Chemistry 111, 112 8 hours

Either Chemistry 211, 212 10 hours

or Chemistry 321, 322 8 hours

If Chemistry 321, 322 are taken, an additional 4 hours—preferably Chemistry 401—must be taken.

A student may major in physical science by acquiring 32 semester hours in chemistry and physics. Chemistry 111, 112 and Physics 211, 212 are required of physical science majors.

A student majoring in another field may attain a minor in physical science by completing 18 semester hours of courses in the physical sciences; this must include 6 semester hours selected from courses numbered above 299.

Students who plan to become high school science teachers should study carefully the state's certification law for science teachers.

Chemistry

100s—Chemistry for Nurses. (4).

The aim of this course is to give sufficient applications of chemistry in health and disease to meet the needs of young women who enter the profession of nursing. The course is divided into three parts. About one-half of the semester is allocated to general chemistry, about one-fourth of the semester to organic chemistry, and one-fourth to biochemistry. Three hours lecture and two hours laboratory per week.

111, 112—General Inorganic Chemistry. (4 credits each semester).

This course is open to all freshmen; it is a prerequisite for all courses in chemistry except Chemistry 100s. This course is a comprehensive study of the basic laws and principles of general chemistry. The important metals and nonmetals are covered. Conference periods are arranged for those who have not had high school chemistry and for others who are deficient. The laboratory for Chemistry 112 is

elementary qualitative analysis. Mathematics 121 or 141 is a prerequisite or a corequisite for chemistry 111. Two hours lecture and four hours laboratory per week.

200—Elementary Quantitative Analysis for Laboratory Technicians. (4).

This course is designed for laboratory technicians and does not count on a chemistry major. Prerequisites: Chemistry 111, 112. Two hours lecture and four hours laboratory per week.

211—Inorganic Qualitative Analysis. (5).

This course is recommended for all chemistry majors, and it is a prerequisite for quantitative analysis (Chemistry 212, 421, 422). It is presented from the semimicro standpoint. This course includes a comprehensive study of cations, anions, insoluble compounds, alloys, and ores. Prerequisites: Chemistry 111, 112, Mathematics 121 or 141, and a working knowledge of exponential numbers and logarithms. Two hours lecture and six hours laboratory per week.

212—Elementary Quantitative Analysis. (5).

This course includes the more commonly used volumetric and gravimetric procedures. Prerequisite: Chemistry 211. Two hours lecture and six hours laboratory per week.

321, 322—Organic Chemistry. (4 credits each semester).

This course may be taken after Chemistry 111, 112. It covers aliphatic and aromatic compounds. Prerequisites: Chemistry 111, 112. Two hours lecture and four hours laboratory per week.

401, 402—Biochemistry. (4 credits each semester).

This course covers the fundamental physical and chemical mechanisms involved in the vital processes of living organisms. Prerequisites: Chemistry 321, 322. Two hours lecture and four hours laboratory per week.

411, 412—Physical Chemistry. (4 credits each semester).

This course deals with important theories, laws, and subject matter of physical chemistry. Prerequisites: Chemistry 211, 212, 321, 322, Physics 211, 212, Mathematics 121 or 141, and a good knowledge of logarithms. Mathematics 311, 312 are desirable. Three hours lecture and two hours laboratory per week.

421, 422—Quantitative Analysis. (4 credits each semester).

An advanced course. The more difficult gravimetric and volumetric procedures are considered. Prerequisites: Chemistry 211, 212. Two hours lecture and four hours laboratory per week. Additional work is required for graduate credit.

451, 452—Organic Preparations. (3 credits each semester).

The preparation and properties of organic compounds. Introduction to research methods. Prerequisites: Chemistry 211, 212, 321, 322. One hour lecture and four hours laboratory per week.

Physics

211—Mechanics, Heat, and Sound. (4).

Prerequisites: Mathematics 121, 122 or 141, 142. Three hours lecture and two hours laboratory per week.

212—Magnetism, Electricity, Light, and Modern Physics. (4).

Prerequisites: Mathematics 121, 122 or 141, 142. Three hours lecture and two hours laboratory per week.

321—Electricity and Magnetism. (3).

Prerequisite: Physics 212. Mathematics 311 is desirable. Three hours lecture per week.

322—X-Rays and Atomic Physics. (3).

Prerequisite: Physics 212. Mathematics 311 is desirable. Three hours lecture per week.

GRADUATE COURSES

Note: Courses preceded by "G" are described above.

G411—Physical Chemistry. (4).

G412—Physical Chemistry. (4).

G421—Quantitative Analysis. (4).

G422—Quantitative Analysis. (4).

G451—Organic Preparations. (3).

G452—Organic Preparations. (3).

521—Advanced Inorganic Qualitative Analysis. (4).

522—Advanced Inorganic Qualitative Analysis. (4).

531—Organic Qualitative Analysis. (3).

532—Organic Qualitative Analysis. (3).

DEPARTMENT OF SOCIAL SCIENCES

Mr. Johnson, Chairman

Mr. Davis, Mr. Epley, Mr. Gordon, Mr. Kirby, Mr. Mason

Mr. Matthews, Mr. Mohr, Mr. Sisco, Mr. Snyder, Mr. Taylor

DEPARTMENTAL REQUIREMENTS

1. The Army Map Service of Washington, D. C. has chosen the library at Memphis State College as a depository for some five thousand of its maps. These maps embrace all phases of social science work, and all students of the department will be directed to use them frequently.

2. Many of the courses in the department of social sciences are part of a six-hour sequence of a year's work in coherent subject matter. Students are urged to take sequent courses in order of listing and to complete the sequence before graduation. They are required to complete at least one sequence of courses in each academic year in their major subject.

3. All students taking 300 and 400 courses in the department are required to demonstrate their ability to do work satisfactory for graduation. This requirement may be met in junior and senior courses by the satisfactory completion of a written paper or other types of individual work of an equal nature.

4. Courses numbered below 199 are the only courses in the department open to freshmen.

MAJORS AND MINORS

A major in economics is 24 hours, and a minor is 18 hours. The major consists of 211-2, 421-2, and 12 additional hours in the upper division. The minor consists of 211-2, 421, and 9 additional hours in the upper division. For either major or minor, the student also must complete, as a part of his minor or as an elective, Geography 121-2.

A major in geography is 24 hours, 12 of which must be in the upper division. It includes 121-2, 231-2 or 235-6, and 331-2. A student majoring in geography also must complete, as a part of his minor or as an elective, 6 hours in economics, 6 hours in history, and 6 hours in sociology.

A minor in geography is 18 hours. For all students, other than those majoring in the physical sciences, it includes 121-2, 235-6, and a six-hour sequence in the upper division. Students majoring in the physical sciences should take 411-2 as the six-hour sequence in the upper division.

A major in sociology is 24 hours, and a minor is 18 hours. The major includes 211-2, 311, 322 or 412, and 422. The minor includes 211-2. For either major or minor, the student also must complete Geography 121-2. Sociology 211 is a prerequisite for 212, and 211-2 are prerequisites for 311, 321, and 322. For 312, 411, 412, 421, and 422, a prerequisite is 6 hours of sociology or permission of the chairman of the department.

A minor in political science is 18 hours. It includes 221-2, 321-2, and 421-2.

DESCRIPTION OF COURSES

ECONOMICS

211-2—Principles of Economics. (3 credits each semester).

Economic concepts and terminology. The fundamental principles underlying production, exchange, distribution, and consumption. The application of principles to major contemporary problems.

311—Agricultural Economics. (3).

The objectives of this course are to present the most important economic problems in the great agricultural area of the Mississippi Valley and to analyze them in the light of fundamental economic principles.

312—Labor Problems. (3).

A general introductory course in the field of labor. Emphasis is placed upon psychological and institutional factors as well as upon economic analysis in dealing with the major aspects of such problems as employment, wages, hours, unionism, labor management relations, and social security.

331—World Economic Problems. (3).

A study of current international problems. The course will examine some of the long-run fundamental forces that have brought about world-wide economic maladjustments and will analyze the drive to establish new economic, social, and political institutions on an international scale. (Formerly 411).

332—American Economic Problems. (3).

A study of the major economic problems of the United States and their relation to the goals of progress, security, freedom, and peace. The latter part of the course is devoted to the economic problems peculiar to the South. (Formerly 412).

421-2—The Development of Economic Thought. (3 credits each semester).

A survey of the development of economic theory from ancient times to the present. (Formerly 321-2).

431—Economics of National Defense. (3).

A study of the functioning of the economic system during a war, including the preparation for hostilities. Attention is given to the transition from a peace to a war economy and the accompanying readjustments and maladjustments. (Formerly 323).

432—Economic Cycle. (3).

A brief study of periodic changes in business activities followed by a detailed study and evaluation of the important theories dealing with the causes of economic collapses and the proposals for mitigating their effects.

GEOGRAPHY

111-2—Physical Geography. (3 credits each semester).

A study of the major elements of the natural environment as a foundation for better understanding the science of the earth. Courses include both laboratory and textbook assignments, and may be elected as a year of physical science by students qualifying for a B.A. or a B.S. degree. (Formerly 141-2-3).

121—Economic Geography: Major Basic Resources. (3).

A study of man's development and use of such major basic resources as land, water, forests, and minerals.

122—Economic Geography: Industrial and Commercial. (3).

An introductory study of manufacturing, trade, and transportation.

231—Latin America. (3).

A geographic study of Mexico, Central America, the West Indies, and the continent of South America.

232—Africa. (3).

A geographic analysis of Africa as a foundation for a better understanding of how man occupies and uses the land in the various regions of the continent.

235-6—Regional Geography of the World. (3 credits each semester).

A survey of regional geography in selected areas throughout the world with emphasis on the people and their activities as related to the environmental setting. (Formerly 221-2-3).

322—Historical Geography. (3).

A study of the geography of selected areas of the United States for sequent periods of their occupancy by the white man. (Formerly 332).

331-2—Anglo-America. (3 credits each semester).

An analytical study of the cultural-physical complex in each of the major regions of the United States, Canada, and Alaska. Interrelationships among regions are stressed. (Formerly 321-2).

341—Cartography. (3).

An introductory course in (1) map projections, grids, scales, and symbols, (2) air photographs and map interpretation, and (3) simple map drafting.

351—Principles of Conservation. (3).

Current problems and responsibilities relating to the conservation of soil, minerals, forests, waters, wild life, and the natural beauty of the earth. (Formerly 331).

411—Physiography. (3).

An analytical study of soils and land forms, their changes and their relations to man. Courses 411 and 412 are designed for students majoring or minoring either in the physical or the social sciences. Assignments include field trips in addition to textbook and laboratory work. (Formerly 441).

412—Climatology. (3).

An analytical study of climatic factors, climatic regions, and climatic effects on man. (Formerly 442).

431—Western Europe. (3).

A geographic analysis of the major regions of Western Europe. Study is limited in the main to those countries inhabited by people speaking the Romance and Germanic languages. (Formerly 421).

432—The Soviet Realm. (3).

A regional analysis of the Soviet Union and the Slavic speaking countries of Eastern Europe. (Formerly 423).

433—Asia South of the Soviet Realm. (3).

A consideration of the significance of regional differences in Japan, China, and India, and a brief survey of the remaining areas. (Formerly 424).

436—The South. (3).

A specialized study of selected regions in the South with emphasis on changes and trends in the cultural-physical complex. (Formerly 323).

437—Tennessee. (3 or 4).

A comparison of the political, physical, economic, and human-use regions of the state. A survey of land utilization in the state is made by human-use regions. A minimum of six days of field work is required for 4 hours credit. (Formerly 431).

441—Field Courses in Geography. (3 or 6).

441A—Local Field Study. (3).

This course includes: (1) a brief study of field planning and techniques, and (2) an application of these phenomena in reconnaissance field work and in the detailed mapping of physical and cultural features. Three half-day trips are required. Prerequisite: consent of instructor. (Formerly 432).

441B—Regional Field Study. (6).

A comparative study of at least four selected regions in the United States requiring the minimum of half a semester's work. The course is divided into three parts. The first is devoted to a library study of the regions to be traversed, the second requires a minimum of 16 days of study in the regions, and the third includes oral and written reports on parts one and two. Prerequisite: consent of instructor.

POLITICAL SCIENCE

221—National Government. (3).

A survey of the principles, structure, processes, and functions of the American national government.

222—State and Local Government. (3).

A survey of the structure, functions, and problems of state and local governments, with special emphasis placed on Tennessee.

321—Major European Governments. (3).

A survey of political institutions in Great Britain, France, West Germany, and the Soviet Union.

322—International Relations. (3).

Political principles, problems, and factors involved in the foreign policies and international relations of nation states.

421—Anglo-American Jurisprudence. (3).

A survey of the growth and development of the Anglo-American legal system.

432—Constitutional Law. (3).

An analysis of the American Constitution through the use of leading cases in constitutional law.

SOCIOLOGY

211—Man in Society. (3).

Social groups, culture, social relations, development of personality, institutional patterns, social change.

212—The Modern Community. (3).

Ecological basis and structure of rural and urban society, problems facing town and country, recent tendencies toward control and planning. (Formerly 212 and 411).

311—Social Organization. (3).

Preliterate groups and primitive cultures, structure of social units, foundations of modern civilization. (Formerly 321).

312—Life in the Family. (3).

Family disorganization and organization, the changing family, problems of the modern family. (Formerly 213).

321—Forces of Social Control. (3).

Nature and significance of social regulation, forces promoting order and disorder, problems of social control in a dynamic society. (Formerly 311).

322—Genesis of Social Attitudes. (3).

Organization of attitudes, attitudes and wishes, complexes of attitudes, typical attitudes, attitudes as social forces. (Formerly 312).

411—Criminology. (3).

Study of crime, development of penological theory, contemporary function and organization of punishment, methods of detection and prevention. (Formerly 313).

412—Dynamics of Collective Behavior. (3).

Nature of the mass, types of crowds, behavior of the public, institutional development, social change through social movements. (Formerly 413).

421—Contemporary Social Problems. (3).

Meaning and scope of social disorganization, personal crises, family discord, group tensions, theories and practices in public policy. (Formerly 412).

422—Modern Sociological Theories. (3).

European contributions, American developments, recent trends and influences in sociological theory and research.

GRADUATE COURSES AND FIELDS OF STUDY IN GEOGRAPHY

Note: Courses preceded by "G" are described above.

Physical Geography

G411—Geomorphology. (3).

G412—Climatology. (3).

511—Geography as an Earth Science. (3).

Economic, Historical, and Political Geography

521—Economic Geography: Agricultural. (3).

522—Economic Geography: Industrial and Commercial. (3).

525—Political Geography. (3).

Regional Geography

G431—Western Europe. (3).

G432—The Soviet Realm. (3).

G433—Asia South of the Soviet Realm. (3).

G436—The South. (3).

G437—Tennessee. (3).

531—Seminar in Regional Geography. (3).

Cartographic and Field Geography

G411—Field Geography

A. Introduction to Local Field Geography. (3).

B. Regional Field Study. (6).

Land Planning and Management

G437—Tennessee. (3 or 4).

551—Conservation of National Resources. (3).

553—Urban Geography. (3).

Educational Geography

561—Geographic Tools and Techniques. (3).

Theory, Problems, and Theses

590—Development of Geographic Thought. (3).

591—Problems in Geography. (3).

A. Field of Regional Geography. (3).

B. Other Fields of Geography. (3).

593—Thesis. (3-6).

GRADUATE COURSES IN SOCIOLOGY

G412—Dynamics of Collective Behavior. (3).

G421—Contemporary Social Problems. (3).

DEPARTMENT OF SPEECH AND DRAMA**Mr. Streeter, Chairman****Mr. Bence, Miss Kempe, Mr. White**

Courses in the Department of Speech and Drama are designed to serve the following classes of students: 1. All those who desire the fundamental abilities and skills employed in such common activities as group discussion, reading aloud, and informal speech. 2. Potential elementary and high school teachers who need such knowledge regarding speech deficiencies as to enable them to diagnose the handicaps and possibly assist pupils in this most basic and personal activity. 3. Those who plan to enter vocations demanding special oral skills or desire to be teachers of speech. 4. Those students who wish to prepare themselves to direct dramatic productions in high schools and in community play-houses. 5. Those who wish to familiarize themselves with the art of dramatic production for the sake of enjoyment. 6. Those who wish a fundamental preparation for the profession of speech correctionist.

Through an affiliation with the Memphis Speech and Hearing Center, Memphis State College is able to offer to its students the facilities of that institution in the following ways: members of the staff of the Speech and Hearing Center will come to the Memphis State campus to teach courses in speech science and correction; and students registered in courses in speech science will be admitted to the Speech and Hearing Center for scheduled demonstrations and observations of clinical procedures used with children who have speech and hearing handicaps.

A major in speech and drama consists of at least 27 hours of course work, including the following courses: 111, 112, 231, 245, 251 (or 252), 300 (two semesters at 1 semester hour each), plus at least ten (10) additional semester hours of courses numbered above 299.

A minor in speech and drama consists of at least 18 hours of course work, including the following courses: 111, 112, 245, 300 (one semester), plus one of the following courses (251, 252, or 231), and plus at least five (5) semester hours of course work numbered above 299.

Students majoring in speech and drama are required to choose a second field of concentration in which they must complete at least the number of hours required by the School of Arts and Sciences for a minor.

Description of Courses

1101—Business Speech. (3).

Basic principles of oral communication, with attention to the speaking situations of the business world.

1111—Basic Speech .(3).

Includes adjustment to the speaking situation, effective voice usage, bodily activity, and speech organization.

112—Types of Speech Making. (3).

Deals with subject matter organization and use of language in different speaking situations.

1191—Speaking for Teachers. (3).

Considers the short talk, discussion techniques, and reading aloud.

¹Credit may be earned in only one of the following courses: 101, 111, 191.

231—Principles of Argumentation. (3).

Deals with the principles of argumentation, analysis, evidence, and the organization of the argumentative discourse.

245—Oral Reading and Diction. (3).

Deals with the principles of reading aloud, plus the principles of effective voice usage.

251—Theatre: Back Stage. (3).

A lecture-laboratory course covering basic elements of scenery construction and painting, fundamentals of stage lighting, plus properties and make-up.

252—Theatre: On Stage. (3).

A lecture-laboratory beginning course for directors and actors.

300—Forensic and Dramatic Activities. (1 credit each semester).

A course provided for those people who are interested in preparing for and participating in extracurricular intercollegiate forensic activities—debate, discussion, oratory, extempore speaking, impromptu speaking, radio speaking—and dramatic activities. One hour credit for each semester for three clock hours of supervised laboratory work per week. A maximum of 2 hours credit will be allowed toward graduation.

331—Discussion and Debate. (3).

Consideration and practice of the principles and techniques of discussion and debate, dealing with current problems of wide interest and significance.

332—Advanced Public Speaking. (3).

Emphasis on the problems of the individual for developing his speaking personality, with reference to his professional plans.

333—Parliamentary Procedures. (1).

Class members will form a practice parliament, using accepted rules of order in discussing and debating problems of wide interest.

345—Interpretative Reading. (3).

Principles and practice in the oral interpretation of literature including poetry, prose, and drama.

351—Theatrical Design. (3).

The planning and practice of scene design for plays of all periods.

352—Advanced Play Directing. (3).

The direction of the long play, modern and historical.

353—Advanced Acting. (3).

A course surveying acting styles from classicism to realism.

354—History of the Theatre. (3).

A history and survey of drama from "Agamemnon" to "A Month in the Country."

355—History of the Theatre. (3).

A history and survey of drama from "Ghosts" to "Death of a Salesman."

381—Radio Survey. (3).

Considers the origin, development, and practices of the radio industry.

382—Radio Production Procedures. (3).

The planning and production of radio scripts.

391—Methods in Teaching Speech. (3). (Same as Education 391P).

Emphasis on the teaching of fundamentals of speech in the secondary school.

431—History of British and American Oratory. (3).

A history of the life, times and speeches of outstanding orators of England and America.

451—Costume Design for the Stage. (3).

A survey of historic dress and the planning and rendering of costume designs for plays of all periods. Class schedule: two lectures and one laboratory each week.

452—Stage Lighting. (3).

The planning and execution of lighting for stage productions.

457—Playwriting. (3).

Principles and practice in writing the one-act play.

465—Phonetics and Voice Improvement. (3).

Knowledge and practice in the use of the International Phonetic Alphabet. Consideration of the physiology of the ear and vocal mechanism. Analysis of, and improvement techniques for the voices of the members of the class.

466—Speech and Hearing Disorders. (3).

A general introduction to the causes, symptoms, and effects of speech and hearing disorders.

467—Principles and Methods of Speech Correction. (3).

An introduction to the principles and methods of correcting speech and hearing disorders, with scheduled observations and demonstrations at the Memphis Speech and Hearing Center.

468—Audiology and Lip Reading. (3).

An introductory course dealing with the theory and techniques practiced in audiometry and speech reading.

491—Speech for the Classroom Teacher. (3).

Deals with the speaking needs and abilities of teachers and students in the public schools.

492—Play Production for Secondary Schools. (3).

Considers the problems of the play director in high schools.

493—Forensics in the High School. (3).

Considers the problems of the director of speech activities in high schools.

GRADUATE COURSES

G431—History of British and American Oratory. (3).

G493—Forensics in the High School. (3).

SCHOOL OF BUSINESS ADMINISTRATION

Purpose. The School of Business Administration was organized for the purpose of providing a program of professional education at the college level which will prepare young men and women to occupy positions of responsibility in business organizations or to operate businesses of their own successfully and efficiently; and to train superior teachers of business subjects.

During his first two years, the student will be called upon to take a number of liberal arts courses with a view to providing a breadth of general education and a foundation for the specialized business training which will be pursued in the junior and senior years.

Careers in Accounting. With the current expansion of business organizations, and the increases in the complexities of financial records resulting from Federal regulations, the demand for trained accountants is greater than at any previous period. Completion of the accounting curriculum prepares a student to enter this field.

Two laboratories are provided for pursuing work in the field of accounting. They are conveniently arranged with individual tables and with adequate blackboard space.

Also available is a laboratory for statistics and office machines. It is equipped with the several types of calculators—both key- and crank-driven—and with adding machines and other mechanical business devices.

Careers in Finance and Management. Students whose interests are in the fields of finance and management may prepare for either private or public employment. Private finance and management deals largely with operations of business enterprise while public finance is concerned primarily with city, state, and Federal operations. Completion of the finance program, in addition to preparation for employment, qualifies an individual to pursue graduate work in economics and finance.

Careers in Marketing and Selling. Marketing is concerned with the distribution of commodities and services, a field which today has become highly complex. A student may prepare himself to enter the general marketing field, or he may specialize in merchandising at both the wholesaling and retailing levels. Preparation is given in the techniques of advertising and selling.

Careers as Professional Secretaries. The value of a secretary, either man or woman, who has a college degree is receiving consistently increasing recognition by business executives. Students who complete the secretarial curriculum will experience no difficulty in meeting competition and in satisfying the demands of particular employers.

Two secretarial laboratories are available. One is primarily for typewriting instruction. The other is equipped with voice-writing ma-

chines, stencil- and spirit-duplicators, mimeoscopes, electric typewriters, and other varieties of secretarial equipment.

Preparation for the Study of Law. A good business background is valuable in the practice of law. For those of its students who expect to study law, the School of Business Administration provides a 3-year pre-law curriculum which will satisfy the general pre-law requirements set up by accredited law schools. Pre-law students who satisfy the requirements as set forth under "Three-year Pre-Professional Curriculum," pages 103 and 107, will be given a bachelors degree by Memphis State College. The major may be in either accounting or finance.

It is recommended that each prospective pre-law student, before he enrolls in college, procure the catalog of his selected law school in order to provide information as to entrance requirements and thus aid the counselor in outlining the student's progress in his pre-law preparation.

Business Teacher Preparation. Two programs are available for training students to become teachers of business subjects in high school. Either of them will lead to certification. They are briefly explained.

The first option is to follow the teacher training preparation curriculum which leads to a degree with a major in Business Teacher Preparation. If a student follows the curriculum as presented on pages 115-117, he will have qualified for the degree, and will have satisfied all of the prescriptions set down by the Tennessee State Board of Education for certification with endorsement to teach all of the recognized business subjects.

The second option is to satisfy the requirements of one of the regular business majors, using education as the minor. This will provide strong major preparation in one of the main business areas, and at the same time will qualify the student for endorsement to teach some business subjects.

American Institute of Accountants Examinations. During the sophomore year, all students enrolled in the School of Business Administration are given the institute's orientation test. Later, all accounting majors are given the institute's achievement tests.

Delta Sigma Pi Scholarship Key. As one of the events in the annual commencement ceremonies, the School of Business Administration awards the Delta Sigma Pi Scholarship Key to the male graduate having the highest scholastic average in subjects taken in the School of Business Administration during his college career.

Advanced Standing. Students who have attended other approved colleges will be admitted to advanced standing, and credit will be allowed for courses successfully completed at those institutions provided they are equivalent to courses offered at Memphis State College. With the approval of the Director of the School, adjustments will be made where feasible in cases of transfers from other colleges and from other schools in this college. A transfer student must be in residence at Memphis State College during his last semester before graduation, and at least one other semester in the junior and senior years.

A transfer student admitted to advanced standing must take a minimum of 15 semester hours of upper division courses in the School of Business Administration, of which 9 hours must be in the major field. He must also take a minimum of 6 hours in his minor field. If the minor is one of the business areas, the 6 minor hours may be part of the 15 required credits.

THE GRADUATION PROGRAM

Admission Requirements. To be admitted to the School of Business Administration without condition, a prospective student must present evidence of graduation from an approved high school or of having passed entrance examinations.

Credit Hours and Grade Points. Each candidate for a degree must earn 132 semester hours of credit with an over-all average of C (2.0) or better. He must have a C or better in all upper division major courses taken in the School of Business Administration. The number of hours of "F" is taken into consideration in computing the average (the effect of an "F" may be removed by completing and passing a course). The last grade received in a repeated course takes precedence.

A transfer student must maintain a C or better average in all work taken at Memphis State College, and must attain an over-all C or better average if transferred credits with grades less than C are to be accepted.

Course Requirements. The course work required for graduation over the four years is outlined below:

Lower Division

The first two years of college are known as the Lower Division. A student should enroll for a minimum of 16 hours during the freshman year and 17 hours during the sophomore year, including physical education. The maximum number of hours for which a student may enroll is 19, except that a maximum of 21 hours may be approved in some cases if the program includes physical education and air science. The curriculums for the first two years follow. All courses listed are requirements. One-semester courses may be taken either semester.

Note. Students preparing to teach have the option of following the Business teacher preparation curriculum on pages 115-117.

Freshman Year	Semester	
	I	II
Introduction to Business (Mgmt. 101).....	3	
Speech (satisfied by Speech 101).....		3
Psychology (satisfied by Psych. 112).....	3	
Mathematics for Business (satisfied by Math. 121).....		3
English Composition (Eng. 111-112).....	3	3
Physical Education (P.E. 100).....	1	1
One of the following two-semester groups.....	3-4	3-4
Biology (a 2-semester sequence)		
Chemistry (a 2-semester sequence)		
Mathematics (6 credits in courses above Math. 121)		
Physical Geography (a 2-semester sequence)		
Physics (a 2-semester sequence)		
Electives	3	3
	16-17	16-17

Electives may be selected from any departments in the college, except that the courses listed below are recommended or required under the conditions indicated:

- a. R.O.T.C. Air Science is required by all men unless excused. 2 credits each semester.
- b. Health 101 is required for teaching certification. 3 credits either semester.
- c. Typewriting. All graduates are required to be able to type, using the touch system. One or two semesters will usually suffice if the student has not had previous typing training (S.S. 121 and S.S. 222). Two semesters of typewriting courses are required by secretarial majors and for certification to teach typewriting.
- d. Pre-law majors should select electives from political science and sociology.
- e. Students who plan to major in accounting should take Acctg. 201 in the second semester of the freshman year.

Sophomore Year	Semester	
	I	II
Principles of Accounting (Acctg. 201-202).....	3	3
Economics (satisfied by Econ. 211-212).....	3	3
English Literature (Eng. 211-212).....	3	3
History of United States (Hist. 221-222).....	3	3
Physical Education (P.E. 200).....	1	1
Electives	4	4
	17	17

- a. Accounting Lab. (Acctg. 272) is required for accounting majors and for certification to teach high school bookkeeping. It should be taken with Acctg. 202. 1 credit either semester.
- b. R.O.T.C. Air Science is required by all men unless excused. 2 credits each semester.
- c. Clerical Office Machines is required for certification to teach office machines in high school, and is recommended for all accounting and management majors. 3 credits either semester.
- d. Fundamentals of Shorthand (S.S. 211-212) is required by secretarial majors and for certification to teach high school shorthand. Students with previous training may omit S.S. 211 with permission of major professor. 4 credits per semester.
- e. Accounting majors should take Acctg. 202 and Acctg. 272 the first semester of the sophomore year, and Acctg. 311 the second semester.
- f. Students who plan to specialize in marketing or selling should take Mktg. 301 the second semester of the sophomore year. Electives should be selected from: Journalism 212; Psychology 212, 213, and Sociology 211.

Upper Division

The junior and senior years are referred to as the Upper Division. During this period the student will complete the course work for the degree.

Students who major in accounting, management and finance, or marketing will satisfy the requirements set down in each of the three groups below, and will take additional courses as electives if necessary to bring the total credits to a minimum of 132 with an average of C (2.0) or better.

Students who major in secretarial science or business teacher preparation will not be held for the three groups, but will follow one or the other of the curriculums given in the description of the secretarial science and office management department.

Group 1. Basic Upper Division Business Courses

As one of the degree requirements, all students enrolled in the School of Business Administration in the Upper Division, except as noted below, will complete the 18 semester hours of basic business courses listed here. This is in addition to the major and minor requirements.

Business Law (Mgmt. 301-302).....	6
Business Organization and Finance (Mgmt. 341).....	3
Money and Banking I (Mgmt. 361).....	3
Business Statistics I (Mgmt. 371).....	3
Principles of Marketing (Mktg. 301).....	3

18

Note a. Pre-law majors will omit Mgmt. 301-302 and Mktg. 301.

Note b. Secretarial majors will elect 12 hours from the group.

Note c. Business teacher preparation majors are not required to take these courses as a group.

Group 2. The Major

With the assistance of his counselor, each student, not later than the beginning of the junior year, will select from the list below the area in which he desires to specialize. This selection will be known as the major. After making his selection, each student will report to the Director of the School and be assigned to a major professor who is a member of the department in which the major is located.

The names of the departments of the School of Business Administration are given below with the names of the majors in each department listed below the department titles.

Accounting Department

- Industrial Accounting major
- Pre-law (3-year pre-professional) major
- Public Accounting major

Management and Finance Department

- Finance major
- Management major
- Pre-law (3-year pre-professional) major

Marketing Department

- Marketing major
- Retailing major

Secretarial Science and Office Management Department

- Business Teacher Preparation major
- Secretarial Administration major

A minimum of 21 semester hours of designated and approved Upper Division courses (in addition to the basic business courses in "group 1") must be completed in the area selected to satisfy the major requirements in the accounting, management and finance, and marketing departments. The curriculums for the majors in the secretarial science and office management department are given in the description of that department, starting on page 114.

Group 3. The Minor

To broaden his background, one of the requirements of every student is the completion of sufficient work in an area other than the major to evidence some specialization in that area. It will be known as the minor. Two options are available.

1. A student may major in one business area and minor in another. The requirements for the minor may be satisfied by the completion of 9 to 12 hours of approved Upper Division courses in the minor area in addition to the general required courses in the Lower Division. The minor requirements are given, following the major description in the discussion of each department, starting on page 102.
2. A student with a major in a business department may select a minor in one of the other schools. It must be in one department or one unit of a department which includes several categories. The minor is a minimum of 18 semester credits with not less than 6 credits in courses numbered above 299.

A student enrolled in one of the other schools may complete his minor in any area of the School of Business Administration in which a minor is available. The minors are described following each major area description. There is no general minor in business administration.

DEPARTMENT OF ACCOUNTING**Mr. Crawford, Chairman****Mr. Fitzpatrick, Mr. Nagy, Mr. Spiceland**

A student who elects to use accounting as his major will, in addition to the 18 hours of basic upper division business courses, complete a minimum of 21 credit hours in specified and approved upper division accounting and related courses, following one of the curriculums given below.

Public Accounting. A student whose major interest is in the field of public accounting will take the seven courses listed below and, with the approval of his major professor, such additional accounting courses as may be necessary to complete the preparation for his planned career.

Intermediate Accounting I and II (Acctg. 311-312).....	6
Introduction to Cost Accounting (Acctg. 331).....	3
Advanced Accounting (Acctg. 421).....	3
Auditing I (Acctg. 424).....	3
Accounting Systems (Acctg. 445).....	3
Federal Income Tax I (Acctg. 451).....	3

21

Industrial Accounting. A student whose major interest is the preparation for employment in the accounting division of industry will take the six courses listed below and one or more additional accounting courses, selected with the approval of his major professor.

Intermediate Accounting I and II (Acctg. 311-312).....	6
Internal Auditing (Acctg. 324).....	3
Introduction to Cost Accounting (Acctg. 331).....	3
Cost Accounting (Acctg. 332).....	3
Controllershship (Acctg. 446).....	3
Accounting Elective	3

21

Accounting Electives

Auditing II (Acctg. 425).....	3
Federal Income Tax II (Acctg. 452).....	3
Governmental Accounting Acctg. 454).....	3
Internship in Accounting (Acctg. 481).....	3
Current Accounting Problems (Acctg. 491).....	3
Business Report Writing (S. S. 351).....	3

Minor. A student in one of the other schools may earn a minor in accounting by taking the following 18 semester hours of accounting courses: Acctg. 201-202 (Principles), Acctg. 311 (Intermediate I), Acctg. 331 (Cost I), and two additional upper division accounting courses.

If the major is in one of the business areas other than accounting, the student may earn a minor in accounting by taking the four upper division courses listed above for nonbusiness majors (Acctg. 311, 331, and two additional upper division accounting courses).

RECOMMENDED 4-YEAR SCHEDULE OF ACCOUNTING COURSES
Including Complete Schedule for Upper Division

		Industrial Accounting		Public Accounting	
		I	II	I	II
Freshman	1-201 (Principles I)		3		3
Sophomore	1-202 (Principles II)	3		3	
	1-272 (Accounting Lab.)	1		1	
	1-311 (Intermediate I)		3		3
		4	6	4	6
Junior	1-312 (Intermediate II)	3		3	
	1-324 (Internal Auditing)		3		
	1-331-332 (Cost)	3	3	3	3
	1-424 (Auditing I)				3
	2-301-302 (Business Law)	3	3	3	3
	2-341 (Business Organization)	3		3	
	2-361 (Money and Banking I)		3		3
	2-371 (Business Statistics I)	3		3	
	3-301 (Marketing Principles)		3		3
	Minor	3	3	3	3
		18	18	18	18
Senior	1-421 (Advanced)			3	
	1-425 (Auditing II)			3	
	1-445 (Systems)				3
	1-446 (Controllershship)	3			
	1-451-452 (Federal Tax I & II)	3	3	3	3
	1-491 (Problems)				3
	Minor	3	3	3	3
	Electives	6	9	3	3
		15	15	15	15

Note: Course numbers preceded by "1" are accounting courses, by "2" are management courses, and by "3" are marketing courses.

Pre-Law Major in Accounting. The major in the 3-year pre-professional pre-law course with accounting as the major area may be satisfied by completing the three groups of course work given below:

1. Lower Division. In the Lower Division, the student will follow the regular curriculum given above for all accounting majors, including the 7 credits in introductory accounting courses.

2. Upper Division. In the Upper Division, the pre-law major will take the 27 hours in basic business and accounting credits listed below, and complete the minor requirements. Over-all he must have a minimum of 99 semester credits.

Business Organization and Finance (Mgmt. 341)	3
Money and Banking I (Mgmt. 361)	3
Business Statistics I (Mgmt. 371)	3
Principles of Marketing (Mktg. 301)	3
Intermediate Accounting I and II (Acctg. 311-312)	6
Introduction to Cost Accounting (Acctg. 331)	3
Elective Accounting courses	6

3. The Minor. If the minor is in one of the other schools, it requires a minimum of 18 semester hours, not less than 6 of which must be in courses numbered above 299.

The minor may be earned in the management and finance department by taking two upper division courses in that department, exclusive of the courses listed above under Upper Division; plus the 6 hours of basic economics taken in the Lower Division.

DESCRIPTION OF COURSES

201—Fundamentals of Accounting I. (3).

Basic principles, journalizing and posting, the accounting cycle, accruals and deferments, valuation accounts, special journals including the voucher register.

202—Fundamentals of Accounting II. (3).

Payrolls, taxation, partnership operation and dissolution, corporations, further applications of accounting theory. Prerequisite: Acctg. 201.

272—Accounting Lab. (1).

The working of a practice set involving current accounting practice. Prerequisite: Acctg. 201.

311—Intermediate Accounting I. (3).

Accounting records, end-of-period procedure, corrections of prior periods, accounting statements, comparative statements, working capital, miscellaneous ratios, profit and loss analysis, corporations. Prerequisite: Acctg. 202.

312—Intermediate Accounting II. (3).

Cash and receivables, inventories, tangible operating assets, intangibles, investments, liabilities, reserves and valuation accounts, net income determination, statement of source and application of funds. Prerequisite: Acctg. 311 or permission of instructor.

324—Internal Auditing. (3).

Review and appraisal of internal accounting procedures of businesses, verification and analysis of financial and operating reports, function and organization of the internal auditing department. Prerequisite: Acctg. 311 and 312.

331—Introduction to Cost Accounting. (3).

Material inventory records, inventory evaluation, accounting for labor, distribution of manufacturing costs, introduction to process cost. Prerequisite: Acctg. 202.

332—Cost Accounting. (3).

Process costs, estimated costs, standard costs, budgets. Prerequisite: Acctg. 331.

421—Advanced Accounting. (3).

Consignments, installment sales, insurance, partnership organization and dissolution, home and branch accounting, introduction to consolidations. Prerequisites: Acctg. 311 and 312.

424—Auditing I. (3).

Ethics in accounting practices, auditing standards and procedures, programs of audit of various accounts, construction and indexing of various papers, reports to clients. Prerequisite: Acctg. 312.

425—Auditing II. (3).

Application of auditing principal to verification of financial statements, preparation of reports, case studies applicable to specific industries, current trends. A practice audit is carried out. Prerequisite: Acctg. 424.

445—Accounting Systems. (3).

Problems involved in designing accounting installations for various types of business, including the designing of clerical departments and planning of required mechanical devices. Prerequisite: Acctg. 421.

446—Controllership. (3).

Training in the field of administrative accounting, duties and functions of the controller, organization of the controller's office. Prerequisite: Acctg. 311 and 312.

451—Federal Income Tax I. (3).

Regulations pertaining to individuals and partnerships. Prerequisite: Acctg. 311 and 312, or permission of instructor.

452—Federal Income Tax II. (3).

Laws and regulations for corporations, estates, and fiduciaries. Prerequisite: Acctg. 451.

454—Governmental Accounting. (3).

Accounting theory and practice applicable to Federal, state, and local government; and to nonprofit institutions; budgetary control; control, classification, and use of funds; financial statements and reports. Prerequisite: Acctg. 311.

481—Internship in Accounting. (3).

Seniors majoring in public accounting, after receiving approval of the accounting faculty, are placed in offices of cooperating public accounting firms to receive on-the-job training under the direct supervision of a certified public accountant and the general supervision of the college accounting staff. Credit allowed upon acceptance of report of work done, verified by supervising accountant, and completion of a qualifying examination. Minimum time: 400 hours.

491—Current Accounting Problems. (3).

Problems encountered in C. P. A. examinations, including such items as receiverships, realization and liquidation statements, compound interest and annuities, estates and trusts, and the like. Open to students with substantial accounting backgrounds, and on permission of instructor.

GRADUATE COURSES

Note. Courses preceded by "G" are described above.

G446—Controllership. (3).

G454—Governmental Accounting. (3).

DEPARTMENT OF MANAGEMENT AND FINANCE**Mr. Markle, Chairman****Mr. Larrabee, Mr. Milner, Mrs. Nagy**

A student who elects to use management and finance as his major area of concentration will, in addition to the 18 hours of basic upper division business courses, complete a minimum of 21 credit hours of specified upper division management and/or finance and related courses, following one of the curriculums given below:

He may slant his training toward the practical operation of business with special stress on the management courses, or his aim may be the acquisition of a thorough background in economics and finance with special emphasis on the finance curriculum.

By completing a major in management and a minor in finance, a student will obtain a thorough background in business management and a foundation in finance which will satisfy all of the requirements for admission to graduate study in economics and business management.

Management. A student who selects management as his major will take the three courses listed below, and, with the approval of his counselor, will select four additional management and/or finance and related courses.

Economics of Business Enterprise (Mgmt. 312).....	3
Labor Management (Mgmt. 321)	3
Corporation Finance (Mgmt. 441) or Management of Business Enterprise (Mgmt. 442)	3
Four additional Upper Division courses	12
	21

Finance. A student who selects finance as his major will take the three courses listed below, and, with the approval of his counselor, will select four additional finance and/or management and related courses.

Public Finance (Mgmt. 451)	3
Money and Banking II (Mgmt. 461)	3
Government Regulation and Business Policy (Mgmt. 491).....	3
Four additional Upper Division courses	12
	21

The Minor. A student in one of the other schools may earn a minor in management or finance by taking the following 18 semester hours of course work: Acctg. 201-202 (Principles), Mgmt. 341 (Business Organization), and Mgmt. 361 (Money and Banking); and two additional upper division courses in the selected field—two management courses or two finance courses.

If the major is in one of the business areas other than management and finance, the student may earn a minor in management by taking three approved upper division courses in management, or in finance by taking three approved upper division courses in finance, each exclusive of the basic upper division business courses.

Pre-Law Major in Management and Finance. The major in the 3-year pre-professional pre-law course with management and finance as the major area may be satisfied by completing the three groups of course work given below:

1. Lower Division. In the Lower Division, the student will follow the regular curriculum given above for all management and finance majors, including the 6 credits in introductory accounting courses and the 6 credits in basic economics.

2. Upper Division. In the Upper Division, the pre-law major will take the 27 hours in basic business and management and finance courses listed below, and will complete the minor requirements. Overall he must have a minimum of 99 semester credits.

Business Organization and Finance (Mgmt. 341).....	3
Introduction to Money and Banking (Mgmt. 361)	3
Business Statistics I (Mgmt. 371), or	
Intermediate Accounting I (Acctg. 311)	3
Six additional courses selected from the following:	
Mgmt. 312, 313, 321, 413, 441, 451, 461, 462 491, 492 and 493.....	18

27

3. The Minor. If the minor is in one of the other schools, it requires a minimum of 18 semester hours, not less than 6 of which must be in courses numbered above 299.

The minor may be earned in the accounting department by taking the regular lower division courses and four upper division accounting courses in addition to the courses listed above under Upper Division. (If elementary business statistics is taken, Intermediate Accounting I may be included as one of the four accounting courses.)

DESCRIPTION OF COURSES

101—Introduction to Business. (3).

A survey course to acquaint beginning business students with the major institutions and practices in the business world, to provide the elementary concepts of business, and to act as an orientation course for selection of a specific major.

211 (Econ. 211)—Principles of Economics I. (3).

Economic concepts and terminology, fundamental principles underlying production, exchange, distribution, and consumption. (Given in Social Sciences Department).

212 (Econ. 212)—Principles of Economics II. (3).

The application of economic principles to major contemporary problems. (Given in Social Sciences Department).

271—Clerical Office Machines. (3).

Instruction and practice in the operation of the major types of adding and calculating machines; development of a working knowledge of the 10-key and full keyboard adding machines, key-driven and rotary calculators, and other mechanical office devices.

301—Business Law I. (3).

Nature and classification of law, contracts, negotiable instruments. Study of selected cases.

302—Business Law II. (3).

Business organization, personal property, trade regulations. Emphasis is placed on case studies. Prerequisite: Mgmt. 301.

304—Transportation. (3).

Development of American transportation system—waterways, highways, railways, and air; characteristics of modern transportation services; rates and rate making; public aid and regulation; problems of traffic management.

311—Economic Development of the United States. (3).

Analysis of economic growth of the American economy. Emphasis is placed on the factors instrumental in that growth in the various segments of the economy.

312—Economics of Business Enterprise. (3).

Analysis of the functioning of business enterprise by applying economic theory to the actual problems of business. Analysis techniques are applied to profit, competition, product policy, demand and cost conditions, pricing policies, and capital budgeting.

313—Consumer Economics. (3).

Analysis of the role of the consumer in the functioning of the economic system and his viewpoint in relation to economic problems affecting his interests.

321—Labor Management. (3).

An introductory course dealing with the principles and history of labor policies, from the viewpoint of business management.

322—Labor Legislation. (3).

Historic and philosophic background for labor legislation. Emphasis on recent legislation in the labor area and the effects of these laws on social and economic institutions. Prerequisite: Mgmt. 321.

331—Real Estate. (3).

Real estate law, property description, methods of transferring property, joint ownership, tax sales and title to property, inheritance of real property.

335—General Insurance. (3).

Theory, practice, and problems involved with life, fire, marine, casualty, and surety insurance; rates and rating; actuarial activities.

341—Business Organization and Finance. (3).

Promotion, organization, and financing of business enterprise; principles underlying selection of business form; structure and trends of American enterprise system; financial management. Emphasis is placed on small and medium-sized enterprises. Prerequisite: Acctg. 202.

345—Industrial Management. (3).

Development of scientific management, principles and mechanism of organization and management in manufacturing covering: plant

location and layout, mass production techniques, standardization conditions, and production controls. Prerequisite: Mgmt. 321.

361—Money and Banking I. (3).

Monetary and banking history of leading countries with special emphasis on the theory of money and banking in United States, deposit and earning operations of individual banks, interbank and central bank relations. Prerequisite: 6 hours of basic economics.

371—Business Statistics I. (3).

Procedures of collection, analysis, presentation, and interpretation of economic and business data. Prerequisite: Math. 121 or equivalent.

413—Advanced Economic Theory. (3).

An introduction to the following concepts of price level, output, and employment: national income, neo-classical, quantity of money theory, and neo-Keynesian. Prerequisite: Mgmt. 451 and 461.

414—Business Forecasting. (3).

Study of the factors involved in the movements of business activity, irregular, seasonal, regular, and trend; and the application of the same for forecasting purposes in business. Prerequisite: Mgmt. 371 and 413 or 461.

421—Personnel Administration. (3).

Employer-employee relationships; job analysis; recruitment, selection, training, transfer, promotion, and dismissal of employees; industrial unrest; wage plans and policies; employee health, interest, and morale; dealing with unions. Prerequisite: Mgmt. 371 or permission of instructor.

441—Corporation Finance. (3).

Advanced treatment of financial management with emphasis on small and medium-sized enterprise and the forces underlying determination of policy. Financial problems are considered in connection with refunding, reorganization, mergers, and consolidations. Prerequisite: Mgmt. 341.

442—Management of Business Enterprise. (3).

Consideration is given to over-all policy formation and practice in the operation of new and going business concerns. Emphasis is placed on problems of nonfinancial management in the small firm. Prerequisite: Mgmt. 341.

451—Public Finance. (3).

Theory and practice of government expenditure and revenue; theory, practice, shifting, and incidence of the various forms of taxation; elementary consideration of the integration of revenue and expenditure into fiscal policy.

452—State and Local Taxation. (3).

Specialized treatment of state and local financial administration, with emphasis on Tennessee. Consideration given to trends in policy formation, and integration with Federal fiscal policy.

461—Money and Banking II. (3).

A more detailed consideration of banking and its problems since 1930. Emphasis is given to monetary and banking policy and its relationship to business and fiscal policy. Prerequisite: Mgmt. 361.

462—Investments. (3).

The principles of investment in stocks and bonds and their application to specific classes of investments. Prerequisite: Mgmt. 341.

471—Business Statistics II. (3).

Extension of the range of topics covered in Business Statistics I to include methods of correlation, analysis of variance, forecasting, and general business research. Prerequisite: Mgmt. 371.

491—Government Regulation and Business Policy. (3).

A critical study of the impact of legislation and commission regulation on business policies. The effect of tax laws, Securities and Exchange Commission regulation and anti-monopoly legislation, and organizational, financial, and operational aspects of non-utility business enterprises. Prerequisite: Mgmt. 341.

492—Government Fiscal Policy. (3).

A critical examination of the most desirable goals for fiscal policy and the programs that may be followed to attain the various goals. Emphasis on tools available and techniques involved. Prerequisite: Mgmt. 413 and 461.

493—International Trade. (3).

Historical approach to the theory of international trade. Consideration is given to the techniques of control over investment and trade, foreign exchange, balance of payments, and world interdependence. Prerequisite: Mgmt. 361.

494—Current Economic Problems. (3).

A study of current domestic and international economic problems with special emphasis on international trade, foreign investments, economic reconstruction, and world economic organization and co-operation. Prerequisite: Mgmt. 451 and 461.

GRADUATE COURSES

Note: Courses preceded by "G" are described above.

G451—Public Finance. (3).

G461—Money and Banking II. (3).

G492—Government Fiscal Policy. (3).

DEPARTMENT OF MARKETING

Mr. Spindler, Chairman

Miss Cambron, Mr. Dikeman

The objective of the Department of Marketing is to provide the student with a broad concept of the marketing process—to develop a foundation of understanding of all of the factors involved in the collection and distribution of goods and services. To attain this end, the student will take a minimum of 21 semester hours of approved marketing and related courses, exclusive of the basic upper division business courses.

General Marketing. A student whose primary interest is in the field of general marketing, sales management, market research, and the like will take the four courses listed immediately below, and will take three or more of the marketing electives, approved by his major professor.

Market Administration (Mktg. 302)	3
Principles of Advertising (Mktg. 351)	3
Salesmanship (Mktg. 361)	3
Principles of Retailing (Mktg. 381)	3
Marketing Electives	9+
Wholesaling (Mktg. 375)	3
Industrial Marketing (Mktg. 421)	3
Product Planning (Mktg. 425)	3
Cotton Marketing (Mktg. 435)	3
Cotton Problems (Mktg. 436)	3
Sales Management (Mktg. 461)	3
Market Research Analysis (Mktg. 491)	3
International Trade (Mgmt. 493)	3
One of the following industrial arts courses.....	3
Materials of Industry (I.A. 341 or I.A. 342)	

Retailing. The student whose primary interest is the acquisition of a background which will serve effectively in the operation and management of a retail establishment will take the four courses listed immediately below, and will take three or more of the retailing electives, approved by his major professor.

Market Administration (Mktg. 302)	3
Principles of Advertising (Mktg. 351)	3
Salesmanship (Mktg. 361)	3
Principles of Retailing (Mktg. 381)	3
Retailing electives	9+
Advanced Principles of Advertising (Mktg. 352).....	3
Retail Merchandising (Mktg. 382)	3
Retail Display Techniques (Mktg. 385).....	3
Retail Credit and Collections (Mktg. 485)	3
Work Experience in Retailing (Mktg. 489)	3
Market Research Analysis (Mktg. 491)	3
One of the following home economics courses	3
Textiles (Home Ec. 312)	
Home Furnishings and Equipment (Home Ec. 481)	

The Minor. A student in one of the other schools may earn a minor in marketing by taking the following 18 semester hours of course work: Acctg. 201-202 (Principles), Mktg. 301 (Principles), and three additional upper division marketing courses.

If the major is in one of the business areas other than marketing, the student may earn a minor in marketing by taking, in addition to the work in the Lower Division, three approved upper division marketing courses exclusive of the basic upper division business courses.

DESCRIPTION OF COURSES

301—Principles of Marketing. (3).

General survey of the marketing structure; development, functions, costs, institutions, and pricing policies.

302—Market Administration. (3).

A case study of actual business marketing problems and the techniques used to solve them. Prerequisite: Mktg. 301.

351—Principles of Advertising. (3).

General survey of the field of advertising, including agencies, media, layout, typography, and copy. Prerequisite: Mktg. 301.

352—Advanced Principles of Advertising. (3).

A case study of the various phases of advertising with practical application of advertising methods and procedures. Prerequisite: Mktg. 351.

361—Salesmanship. (3).

Basic principles underlying the sales process with actual sales demonstrations and projects in selling.

375—Wholesaling. (3).

General survey of the wholesaling structure, organization, management, and operation. Prerequisite: Mktg. 302.

381—Principles of Retailing. (3).

Fundamental principles underlying the successful operation of a retail business.

382—Retail Merchandising. (3).

A case study of effective merchandising necessary to meet the needs of retail customers. Prerequisite: Mktg. 381.

385—Retail Display Techniques. (3).

Techniques of installing window and interior displays, fixtures and materials used in display preparation, place of display in the sales program. Prerequisite: Mktg. 382.

421—Industrial Marketing. (3).

A study of problems and policies of industrial purchasing, programs and policies in marketing with emphasis on channels of distribution. Prerequisite: Mktg. 302.

425—Product Planning. (3).

Study of a product from the idea stage to placement of the product satisfactorily in the market place. Prerequisite: Mktg. 302.

435—Cotton Marketing. (3).

Cotton as a special commodity is traced through the stages of production, processing, and marketing in the raw state; spinning and weaving or knitting; finishing; fabrication; and distribution at the wholesale and retail levels. Prerequisite: Mktg. 302 or permission of instructor.

436—Cotton Problems. (3).

Study of the current problems concerned with the production and distribution of cotton and cotton products. Prerequisite: Mktg. 435 or permission of instructor.

461—Sales Management. (3).

Problems confronting the sales executive, including control and management of the sales force. Prerequisite: Mktg. 361.

485—Retail Credit and Collections. (3).

System of retail credit and collections employed today, significance of retail credit information, charge account management, and collection correspondence.

489—Work Experience in Retailing. (3).

Seniors majoring in retailing, after receiving approval of the marketing faculty, will obtain actual experience by working a minimum of 200 hours in approved distributive organizations.

491—Market Research Analysis. (3).

Research methods and procedures used in the field of marketing to help solve marketing problems. Prerequisite: Mgmt. 371, Mktg. 302.

DEPARTMENT OF SECRETARIAL SCIENCE AND OFFICE MANAGEMENT

Mr. Jennings, Chairman

Mrs. Causey, Miss Johnson, Mr. Webb

A student who elects to use secretarial science and office management as his major will follow the curriculum given below:

Lower Division

In the Lower Division, the student will follow the general lower division program given on pages 98-99.

As the elective in the freshman year, he will take two semesters of typewriting (S.S. 121-122). If he has had previous training in typewriting, he may, with approval of his counselor, omit S.S. 121 and take S.S. 122 and a higher typewriting course, or one semester of another elective.

As the sophomore elective, he will take two semesters of shorthand (S.S. 211-212). If he has had previous training in shorthand he may, with approval of his counselor, omit S.S. 211 and take S.S. 212 and a higher shorthand class or one semester of another elective.

Upper Division

During the junior and senior years the student will satisfy the requirements in each of the three groups below and will take additional courses as electives if necessary to bring the total number of credits for the four years to a minimum of 132 with a scholastic average of C (2.0) or better. He must have C or better in all upper division major courses.

Group 1. Basic Upper Division Business Courses

Each student will earn a minimum of 12 hours of credit in courses selected from the following group:

Business Law (Mgmt. 301-302)	6
Business Organization and Finance (Mgmt. 341)	3
Introduction to Money and Banking (Mgmt. 361)	3
Business Statistics I (Mgmt. 371)	3
Principles of Marketing (Mktg. 301)	3

Group 2. The Major

The requirements for the major will be satisfied by the completion of 24 to 25 hours of credit in upper division secretarial and office management courses as indicated below:

All majors in secretarial science and office management will take the 19 hours of course work listed here:

Advanced Shorthand (S.S. 311)	4
Business Report Writing (S.S. 351)	3
Business Letter Writing (S.S. 352)	3
Secretarial Office Machines (S.S. 371)	3
Office Management (S.S. 442)	3
Applied Secretarial Practice (S.S. 431)	3

Two additional courses (5 or 6 credits), selected from the list below with the approval of the major professor, are to be taken:

Advanced Typewriting (S.S. 321)	3
Secretarial Typewriting (S.S. 421)	3
Secretarial Dictation (S.S. 433)	2

Group 3. The Minor

A student in one of the other schools may earn a minor in secretarial science and office management by completing the following course work. It will require from 17 to 24 credit hours, depending upon previous training in some fields: S.S. 121-122 (typewriting—6 credits), S.S. 211-212 (shorthand—8 credits), S.S. 311 (advanced shorthand—4 credits), and two additional upper division courses selected from: S.S. 351, 352, 371, 421, 431, and 442.

Note. A student with previous training in typewriting may omit S.S. 121 (3 credits), and one with previous training in shorthand may omit S.S. 211 (4 credits). This amounts to reducing the minor from 24 to 17 semester hours.

A student whose major is in one of the business areas other than secretarial science and office management may earn a minor in secretarial science and office management by taking a minimum of one course above the beginning courses in shorthand and in typewriting (satisfied by S.S. 311 and 321), and three additional approved upper division S.S. courses.

BUSINESS TEACHER PREPARATION

The Tennessee State Board of Education has established regulations as to collegiate preparation of persons who become certified to teach in public schools of the state. The requirements specify that all teachers must complete a minimum of 40 semester hours in a "General Education Core" consisting largely of liberal arts courses, that high school teachers must complete 24 hours of professional education courses, and that certain course requirements must be met for endorsement in each teaching subject. The "core" courses may be applied toward completion of other requirements.

The School of Business Administration has developed a curriculum which includes all general requirements of the college, satisfaction of the General Education Core, and requirements for endorsement in all specified high school business subjects. This curriculum is listed below by years. All courses with the asterisk (*) are specific requirements for all persons preparing for certification to teach business subjects.

Freshman Year	Semester	
	I	II
* English Composition (Eng. 111-112)	3	3
* Science	3	3
* Education 101, 102	3	3
* Fundamentals of Public Speaking (Speech 101 or 111)	3	
* Introduction to Business (Mgmt. 101)		3
* Mathematics (Math 121)	3	
* Health 101		3
* Physical Education 100	1	1
	16	16

In his over-all program, each student must earn a minimum of 42 credits in courses numbered above 299. All men must enroll in R.O.T.C. during the freshman and sophomore years unless excused.

Sophomore Year

* English Literature (Eng. 211-212)	3	3
* Education 201, 202	3	3
* Basic Economics (satisfied by Econ. 211-212)	3	3
* Typing (S.S. 121 or 122)	3	
Typing (S.S. 122 or a higher course)		3
Shorthand (S.S. 211-212 or 212 and a higher course)	4	4
* Physical Education 200	1	1
	17	17

Junior Year

* History of United States (Hist. 221-222)	3	3
* Education 381 and 391C	3	3
* Principles of Accounting I (Acctg. 201)	3	
Principles of Accounting II (Acctg. 202)		3
Accounting Lab. (Acctg. 272)		1
Report Writing (S.S. 351) or Bus. Letter Writing (S.S. 352)	3	
Advanced Shorthand (S.S. 311)	4	
Clerical Office Machines (Mgmt. 271)		3
Secretarial Office Machines (S.S. 371)	3	
Applied Secretarial Practice (S.S. 431)		3
Elective		3
	19	19

Senior Year

* Consumer Economics (Mgmt. 313)	3	
* Business Law I (Mgmt. 301)	3	
Business Law II (Mgmt. 302)		3
* Education 415, 416	3	3
Intermediate Acctg. (311) or Introduction to Cost Acctg. (331)	3	
Advanced Typing (S.S. 321)		3
Principles of Marketing (Mktg. 301)	3	
Salesmanship (Mktg. 361)		3
Elective		3
	15	15

General Business Endorsement. As a prerequisite to all other endorsements to teach business subjects, every certificate must carry endorsement in general business. The requirement is the following 18 credit hours (these courses are all listed with asterisks in the 4-year curriculum above).

Introduction to Business (Mgmt. 101)	3
Typing (S.S. 121, 122, or 222)	3
Accounting (Acctg. 201)	3
Business Mathematics (satisfied by Math 121)	3
Economics (satisfied by Econ. 211)	3
Business Law (Mgmt. 301)	3

The Major. The major consists of earning a minimum of 36 credits by completing the requirements for endorsement in teaching subjects as listed below. Each selected group must be completed if it is to apply on the major. It is recommended that the twelve endorsement requirements be completed. It should be noted that the course requirements listed below are in addition to those in the general business endorsement for the subjects included there. They are all listed in the 4-year curriculum above.

1. Bookkeeping (Acctg. 202, 272, and 311 or 331)	7
2. Business English (S.S. 351 or 352)	3
3. Business Law (Mgmt. 302)	3
4. Business Machines (Mgmt. 271)	3
5. Business Mathematics (Any 3 hours of Math. other than 121).....	3
6. Secretarial Office Machines (S.S. 371)	3
7. Consumer Education (Mgmt. 313)	3
8. Economics (2 courses from Mgmt. 311, 312, 341, 413, 451)	6
9. Salesmanship (Mktg. 301 and 361)	6
10. Secretarial Practice (S.S. 431)	3
11. Shorthand (S.S. 211-212 or 212 and one higher course)	8
12. Typewriting (one typing course above S.S. 122 or 222)	3

51

Note 1. If a student takes the entire 4-year curriculum as given above, he will have credit for all courses in the 12 items in the major group.

Note 2. A student may omit as many as five 3-credit items from the list above, taking electives in their places, and still fulfill the major requirement. Entire groups only may be omitted.

Note 3. By careful planning with his counselor, a major in one of the regular fields can secure limited endorsement.

The Minor. The minor for the business teacher preparation major is the 24-credit requirement in professional education courses.

DESCRIPTION OF COURSES

121—Elementary Typewriting I. (3).

Use and operation of the parts of the typewriter, mastery of the keyboard, simple business and professional letters and reports, introduction to tabulations. Four meetings per week.

122—Elementary Typewriting II. (3).

Typing manuscripts, legal documents, and the several styles of business letters; tabulations; operation of duplicating machines; development of a typing rate of better than 45 words per minute. Required by secretarial majors. Credit is allowed in only one of the courses: S.S. 122 and S.S. 222.

211—Fundamentals of Shorthand I. (4).

Basic principles of Simplified Gregg Shorthand—alphabet, brief forms, phrases, and abbreviations; beginning dictation and pre-transcription training. Three lectures and two laboratory periods per week.

212—Fundamentals of Shorthand II. (4).

Further study of shorthand theory, acquisition of ability to take rapid dictation and transcribe accurately. Enrollees must be able to type or be enrolled in a typewriting class while taking this course. Three lectures and two laboratory periods per week. Prerequisite: S.S. 211 or permission of instructor.

222—Typing for General Business. (3).

An advanced typewriting class for nonsecretarial majors. Emphasis is placed on acquiring ability to set up business letters, forms, and statements, including tabulation. Credit is allowed in only one of the courses: S.S. 122 and S.S. 222. Prerequisite: S.S. 121 or permission of instructor.

311—Advanced Shorthand. (4).

Review of shorthand principles, daily speed practice, development of transcription skills for production of mailable transcripts. Three lectures and two laboratory periods per week. Prerequisite: S.S. 212.

321—Advanced Typewriting. (3)

Review of business letter styles, manuscripts and reports, statistical tables, and legal forms. Development of a typing rate of better than 60 words per minute. Prerequisite: S.S. 122 or equivalent.

322—Personal Use Typewriting. (3).

Personal and business letters, reports, themes, and manuscripts. Prerequisite: S.S. 121 or permission of instructor.

351—Business Report Writing. (3).

Techniques of report writing; principles of correct usage involving capitalization, spelling, word division, numbers, and punctuation; preparation of business reports, financial statements, auditor's reports, minutes of meetings, briefs, and research theses. Prerequisite: Ability to type.

352—Business Letter Writing. (3).

Psychology of the business letter, preparation of various types of business letters, letter writing problems. Prerequisite: Ability to type.

371—Secretarial Office Machines. (3).

Instruction and practice in the use of secretarial office machines such as: The electric typewriter; voice writing equipment—cylinder, disc, and wire recorders; and stencil and direct process duplicators. Practice in the several types of filing. Two lectures and two laboratory periods per week. Prerequisite: S.S. 351 and permission of instructor.

421—Secretarial Typewriting. (3).

Production typing with emphasis on vocational standards for office positions including typing from copy and from voice writing equipment. Prerequisite: S.S. 371.

431—Applied Secretarial Practice. (3).

Qualifications, duties, and training of a secretary; requirements for employment; organization of work; telephone etiquette; business

reference books; handling mail; receptionist techniques; practice in office style dictation and transcription. Two lectures and two laboratory periods per week. Prerequisite: S.S. 311.

433—Secretarial Dictation. (2).

Student will do stenographic work in an office on the campus. Instructor will confer with office head and later provide remedial work in class to prepare student for employment by completion of the course. Two lectures or six hours of office assignment per week. Prerequisite: S.S. 311.

442—Office Management. (3).

Modern methods in office organization and management; office systems and routines; office planning and layouts; furniture and equipment; selection, training, and compensation of office personnel; problems in handling the office staff; preparation and use of office manuals.

GRADUATE COURSES

591—Improvement of Instruction in High School Business Subjects. (3).

596—Seminar in Business Education. (3).

THE SCHOOL OF EDUCATION

The School of Education in Memphis State College has the following objectives:

- To be an articulated part of the general and cultural program of the college.
- To recruit desirable candidates for the teaching profession.
- To provide a program of teacher education which promotes the growth and development necessary for successful teaching.
- To assist in placing teachers.
- To provide professional service to public schools in the service area.
- To develop and carry out a continuing program of educational research.

The School of Education offers several curricula leading to the degree of Bachelor of Science. Candidates for this degree take certain required courses and elect others within this school. In preparing for particular teaching fields or areas, candidates are also required to take courses in the School of Business Administration, and in the School of Arts and Sciences.

The work of the School of Education is conducted through the departments of Curriculum and Instruction, Educational Administration and Supervision, Health and Physical Education, Home Economics, Industrial Arts, Music Education, and the Training School.

Courses leading to the degree of Master of Arts are offered in the Graduate School by various departments of the School of Education. Graduate requirements and graduate course offerings are listed in the Graduate School BULLETIN.

REQUIREMENTS FOR ADMISSION

The work of the School of Education leading to the Bachelor of Science degree is organized into two divisions: (1) The Lower Division, consisting of the work of the freshman and sophomore years, and (2) The Upper Division, consisting of the work of the junior and senior years.

The entrance requirements for the Lower Division may be met by either of the following methods:

1. Admission by certificate.
By presenting a certificate of graduation from an accredited high school showing the satisfactory completion of fifteen units.
2. Admission by examination.
Applicants for admission who have not been graduated from a secondary school may be admitted upon passing examinations or fifteen units required for graduation in an approved high school. An applicant for admission from an unapproved high school who presents a certificate of graduation may be admitted upon passing examinations in subjects covering four units of high school work taken in the senior year.

3. Admission on the adult special basis.

Applicants for admission, twenty-one years of age or over, who do not possess all the requirements for admission and who are not candidates for a degree may be admitted upon giving satisfactory evidence that they are prepared to take advantageously the subjects open to them.

In order to be admitted to the Upper Division, the student must have completed the work of the Lower Division with an average grade of C (2.0). In addition, he must have submitted to his advisor for approval a complete program of study for work in the Upper Division.

REQUIREMENTS FOR GRADUATION

Each candidate for a baccalaureate degree in the School of Education must meet the general college requirements with respect to registration, residence, fees, and health.

Each candidate must earn credit, with a satisfactory scholastic average (2.0) in approved courses totaling at least 132 semester hours, at least 39 hours of which must be taken in courses numbered above 299.

Each candidate must complete:

- (a) four semesters of Physical Education activity courses, except those students completing two years of R.O.T.C., in which case, only two semesters are required,
- (b) the General Education Program for Teachers,
- (c) the Professional Education Program required for state certification,
- (d) the major requirements of the department in which the student declares a major, and
- (e) requirements for certification in two or more teaching areas (combined minimum 36 semester hours), unless special exception is made by the Director of The School of Education.

The General Education Program

The General Education Core shall consist of not less than 40 semester hours of credit earned in the following prescribed areas of instruction with minimum and maximum credit being distributed as given below. A specific course may be counted in only one area:

AREA	Required Semester Hours	Required Courses	Elective Courses
Communication	6-9	English 111 (3) English 112 (3)	Speech 111 Journalism 112 (0-3)
Health, Personal Development, or Home and Family Living	5-9	Health 101 (3)	Health 231, 241 Home Economics 171, 241, 291, 471, 482 Industrial Arts 362 Management 313 Psychology 113, 211, 213 Sociology 211, 212 (2-6)

Humanities	8-12	English 211 (3) English 212 (3)	Art, Drama, English, French, German, History, Latin, Music Philosophy, Psychology, Spanish, Speech. (2-6)
Natural Sciences	6-12	One 2-semester- sequence course (6)	Biology, Chemistry, Geography 121, 341, Physical Geography, Physics. (0-6)
Social Sciences	6-12	History 221 (3) History 222 (3)	Economics, Geography, History, Political Science, Sociology. (0-6)
Mathematics	3-6	Mathematics 101* (3)	Mathematics (0-3)

*A performance record in mathematics and additional credit in this area of the prescribed general education core may be substituted for Mathematics 101.

The Professional Education Program

Completion of 24 semester hours in the Professional Education Program is required of all students in the School of Education. The program is divided into "core" professional and "specialized" professional. The core professional will be completed by all students. Each student will elect to complete either the elementary or secondary specialized Education described below:

CORE PROFESSIONAL EDUCATION 12 semester hours

Education 101(3)

Education 102(3)

Education 201(3)

Education 202(3)

SPECIALIZED PROFESSIONAL EDUCATION 12 semester hours

(a) **Elementary**

Education 385(3)

Education 386(3)

Education 425(6)

(b) **Secondary**

Education 381(3)

Education 391(3)

Education 415(3)

Education 416(3)

Major Requirements

Each department in the School of Education is described on the following pages. In addition to a statement of the general purposes and functions of the department, there is a complete statement concerning major and minor requirements, and a description of all courses taught within the department.

Certification Requirements

Departmental majors and minors in the School of Education as described in this bulletin will meet certification requirements in each of the areas as listed below:

1. Library Service: minor as listed.
2. Health and Physical Education: major or minor as listed.

3. Home Economics (Non-vocational): major as listed, or

Home Economics	30 semester hours
Home Economics 111, 211, 312	(9)
Home Economics 241, 242, 341	(9)
Home Economics 291, 471, 481, 482	(12)
4. Industrial Arts: major as listed, or

Lower Division	10-12 semester hours
I. A. 141, 151	(6)
I. A. 161, 171, 231, 252, 281	(4-6)
Upper Division	9 semester hours
I. A. 341, 372	(6)
Elective	(3)
General Elective	9-11 semester hours
5. Music Education: majors or minors as listed.
6. Fine and Industrial Arts combination of 36 semester hours, as follows:

Art 111, 112, 312	(6)
Art 211, 212, 411, 412	(6)
Art 221, 311	(6)
Industrial Arts	(18)

Industrial Arts shall be represented by not less than 6 semester hours each in three of the areas listed, namely, graphic arts, woods and construction, art metals, general electricity, crafts, and mechanics.

The areas listed below represent the teaching endorsements which may be earned through courses offered in the School of Business Administration. Courses which must be taken are indicated in each area.

1. General Business 18 semester hours

Management 101, 301	(6)
Secretarial Science 121, 122 or 172	(3)
Accounting 201	(3)
Mathematics 121	(3)
Economics 211	(3)
2. Individual Business Subjects

Endorsement in general business is prerequisite for endorsement in any or all of the following subjects. Additional endorsements in these subjects may be earned by completing the courses indicated.

 - a. Bookkeeping

Accounting 202, 271, and 311 or 331	(7)
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 - b. Business English

Secretarial Science 351 or 352	(3)
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 - c. Business Law

Management 302	(3)
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 - d. Business Machines

Management 271	(3)
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 - e. Business Mathematics

Any Mathematics course except 121	(3)
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 - f. Clerical Office Practice

Secretarial Science 371	(3)
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 - g. Consumer Education

Management 313	(3)
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 - h. Economics

Management 311, 312, 341, 413, 451	(3)
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- i. Salesmanship
Marketing 301, 361(6)
- j. Secretarial Practice
Secretarial Science 431(3)
- k. Shorthand
Secretarial Science 211, 212, or 212 and
one higher course(8)
- l. Typing
One typing course above Secretarial
Science 122 or 172(3)

The areas listed below represent the teaching endorsements which may be earned through courses offered in the School of Arts and Sciences. Courses which must be taken are indicated in each area.

1. English 30 semester hours
 - English 111, 112(6)
 - English 211, 212(6)
 - Practical English grammar(3)
 - English or American Novels(3)
 - Journalism 321, Speech 245, 491, 492(6)
 - English Electives(6)
2. Foreign Language 18-24 semester hours

Endorsement in a single foreign language requires 18 semester hours based upon 2 or more units of high school credit, otherwise 24 semester hours are required. Endorsement in two foreign languages may be earned with 30 semester hours with not less than 12 semester hours in each in addition to 2 units of high school credit in each language.

 - a. French
Courses selected in conference with instructors.
 - b. German
Courses selected in conference with instructors.
 - c. Spanish
Courses selected in conference with instructors.
 - d. Latin
Courses selected in conference with instructors.
3. Mathematics 18 semester hours
 - Mathematics 141, 142, 143(9)
 - Mathematics Electives(9)
 - (Mathematics 100 is recommended for students who did not take solid geometry in high school).
4. Mathematics and Physical Science 51 semester hours

Endorsement in the combined area of mathematics and physical science requires the following:

 - Mathematics 141, 142, 143(9)
 - Mathematics Electives(6)
 - Chemistry 111, 112(8)
 - Physics 211, 212(8)
 - Geography and Geology(8)
 - Electives in Mathematics and/or
Physical Science(12)
5. Science

For endorsement in the broad field of Science the following is required 32 semester hours

Three of the following fields: biological science, chemistry, physics, and geology must be represented and the student can be certified to teach each field in which he has a minimum of 8 semester hours.

For endorsement in individual subjects the following requirements are listed 16 semester hours

- a. Biology 16 semester hours
 - Biology 141, 142 (8)
 - Biology Electives (8)
- b. Chemistry 16 semester hours
 - Chemistry 111, 112 (8)
 - Chemistry Electives (8)
- c. Physics 16 semester hours
 - Physics 211, 212 (8)
 - Physics Electives (8)

6. Social Studies

For endorsement in the broad field of social studies the following is required 36 semester hours

- American: History 221, 222 (6)
- European or World: History 111, 112 (6)
- Sociology: Sociology 211, 212 (6)
- Geography: Geography 111, 112 (6)
- Economics: Economics 211, 212 (6)
- Government: Political Science 221, 222 (6)

For endorsement in individual subjects the following requirements are listed:

- a. Economics 12 semester hours
 - Economics 211, 212 (6)
 - Economics Electives (6)
- b. Geography 12 semester hours
 - Geography 121, 122, 351 (9)
 - Geography Electives (3)
- c. Government 12 semester hours
 - Political Science 221, 222 (6)
 - Government Electives (6)
- d. History 18 semester hours
 - History 111, 112 (6)
 - History 221, 222 (6)
 - History Electives: Any sequence of 300 or 400 history courses, American or European (6)
- e. Sociology 12 semester hours
 - Sociology 211, 212 (6)
 - Sociology Electives (6)

7. Speech 15 semester hours

- Speech 466 or 491 (3)
- Speech 245 (3)
- Speech 492 (3)
- Speech Electives (6)

8. Elementary School Teacher 71 semester hours

- Art 321 (3)
- Biology (6)
- English 111, 112, 211, 212 (12)
- Geography 121, 122, 351 (9)

Health 101, 231 or 241	(6)
Health 261 or 302	(3)
History 221, 222, 431	(9)
Industrial Arts 331 or 332	(3)
Library Service 321	(3)
Mathematics 101, 121	(6)
Music 101, 320	(4)
Physical Education 351, 391	(4)
Speech 491	(3)

9. Core Curriculum 82 semester hours
 Endorsement for core curriculum requires 82 semester hours distributed over the broad fields of language arts, social studies, science, library service, and others. For specific course requirements advice from the Chairman of the Department of Curriculum and Instruction is necessary.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Mr. Rumble, Chairman

Miss Algee, Mr. Brownlee, Mrs. Cobb, *Mr. Johnson, Miss McFaddin,
Miss Rawls, Mr. Rowland,** Miss Smith, Mr. Story, Mr. Underwood.

The Department of Curriculum and Instruction has as its primary objective the training of teachers for the public schools of Tennessee. Requirements for certification are set up by the State Board of Education. Requirements for graduation are set up by the School of Education. The student's faculty advisor will aid the student in preparing a program of study leading to both certification and graduation.

The Department of Curriculum and Instruction offers two majors, one in secondary education and one in elementary education; and three minors: one in secondary education, one in elementary education, and one in library service. Course requirements for these majors and minors are described below:

MAJORS

1. The Secondary Education Major 33 semester hours
Students may major in secondary education by completing 33 semester hours in professional education which must include the following:

CORE PROFESSIONAL EDUCATION (12 semester hours)

- 101—Introduction to Education(3)
- 102—Human Growth and Development(3)
- 201—The Psychology of Learning(3)
- 202—Routine School Management and Teaching Aids (3)

SPECIALIZED PROFESSIONAL EDUCATION (12 semester hours)

- 381—Foundations of Teaching Methods in High
School Subjects(3)
- 391—Materials and Methods in High School
Subjects (Subject Field specified)(3)
- 415—Directed Student Teaching in High School
Subjects (Subject Field specified).....(3)
- 416—Directed Student Teaching in High School
Subjects (Subject Field specified)(3)

SPECIFIED ELECTIVE EDUCATION (9 semester hours)

- Choose three courses from the following: Education
351, 451, 452, 456, 461, 466, 471, 472, 476, S526, S553,
S565, S566, S584(9)

2. The Elementary Education Major 33 semester hours
Students may major in elementary education by completing 33

*On Leave—1953-54

**Temporary—1953-54

semester hours in professional education which must include the following:

CORE PROFESSIONAL EDUCATION (12 semester hours)

- 101—Introduction to Education(3)
- 102—Human Growth and Development(3)
- 201—The Psychology of Learning(3)
- 202—Routine School Management and Teaching Aids (3)

SPECIALIZED PROFESSIONAL EDUCATION (12 semester hours)

- 385—Foundations of Teaching Methods in Elementary School Language Arts and Social Studies.....(3)
- 386—Foundations of Teaching Methods in Elementary School Science and Mathematics(3)
- 425—Directed Student Teaching in the Elementary School(6)

SPECIFIED ELECTIVE EDUCATION (9 semester hours)

- Choose from the following: Education 325, 351, 427, 429, 442, 443, 444, 445, 446, 451, 452, 456, 466, 471, 473, 476, S541, S553, S566, S585(9)

MINORS

1. The Secondary Education Minor 24 semester hours
Students who complete the general education program before graduation may minor in secondary education by completing 24 semester hours in professional education which will include the core professional education of 12 semester hours and the specialized professional education of 12 semester hours and the specialized major in secondary education. To be eligible to complete the specialized professional education program the student must have met the requirements for one area of endorsement, grades 7-12.
2. The Elementary Education Minor 24 semester hours
Students who complete the general education program before graduation may minor in elementary education by completing 24 semester hours in professional education which will include the core professional education of 12 semester hours and the specialized professional education of 12 semester hours as described for the major in elementary education. To be eligible to complete the specialized professional education program the student must have met the requirements for the areas of endorsements, grades 1-9.
3. The Library Service Minor 18 semester hours
Students may minor in library service by completing the program of 18 semester hours in library service which the student will plan with the instructor of library service. The student desiring to be certified in the area of library service would need to complete the general education program.

DESCRIPTION OF COURSES

Education

- 101—Introduction to Education. (3).

An overview of the whole field of education with emphasis on those things a student should know at the beginning of his professional career.

102—Human Growth and Development. (3).

An attempt is made to help the student better understand child nature and development, to appreciate the fact that all behavior is caused, and to form the habit of seeking bases for both normal and abnormal behavior in situations at home, at school, and in the community. (Replaces and absorbs Education 206, Child Psychology.)

201—The Psychology of Learning. (3).

The psychology of learning as applied to learning activities under the guidance of the school. (Replaces and absorbs Education 308, Education Psychology.)

202—Routine School Management and Teaching Aids. (3).

An attempt is made to help the student better understand routine school management, the importance and use of records and reports, and to develop skills in the use of teacher-made and standardized tests, audio-visual materials, and other sensory aids.

211—Principles of Secondary Education. (3).

An introductory course in secondary education to direct the student in the development of a broad, general understanding of the secondary school, and what it takes to be a good secondary school teacher.

325—Observation, Participation, and Practice in the elementary school. (3).

A preparatory course for directed student teaching in the elementary school.

351—Special Problems in Instruction. (3).

Individual investigation in the area of instruction. Prerequisite: experience as a teacher or satisfactory evidence of being qualified to benefit by such a course.

381—Foundations of Teaching Methods in High School Subjects. (3).

Emphasis is placed on ways in which learning experiences may be organized to insure effective pupil learning. Prerequisite: Completion of the core-professional program.

385—Foundations of Teaching Methods in Elementary School Language Arts and Social Studies. (3).

Approved techniques for developing good habits of listening, speaking, reading, and writing will be studied and observed in practice. An analysis will be made of the social problems in which the children of the elementary school are interested. Units of work will be developed. (Replaces Education 226 and 321.)

386—Foundation of Teaching Methods in Elementary School Science and Mathematics. (3).

A study of the natural environment as a child would view it. The types of activities that would challenge a child are carried out in the classroom. Prospective teachers are acquainted with the mathematical processes required of the elementary school child. An insight is given into the reasons why certain methods are used. (Not open to students who have had Education 442 and 443.)

391—() Materials and Methods in High School ————. (3).

Objectives, nature of content, and grade placement of courses offered at the secondary school level in the subject matter area under consideration. Tools of instruction needed to carry on the work of the area; organization of courses and units of instructional teaching procedures and practice. Prerequisite: Education 381 and satisfactory preparation in the subject matter field.

Students registered in Education 391 () will suffix or append one of the letters below to the course number so as to indicate the subject matter area to be covered. A student who is unable to schedule a methods course in his field of endorsement before graduation may register in Education 391W, provided he can arrange for a one-hour conference period each week with the chairman of the department preparing him to meet requirements in his endorsement area. Students may register for Education 391 () more than once, but may not repeat the same endorsement area for credit.

Endorsement Areas (semester hours indicated in parenthesis):

- A. Art (3)
- B. Biology (3)
- C. Business
 - a. Vocational Business Subjects (3)
 - b. General Business Subjects (3)
- D. English (3)
- E. French (3)
- F. German (3)
- G. Home Economics (3)
- H. Industrial Arts (3)
- I. Latin (3)
- J. Mathematics (3)
- K. Music (3)
- L. Physical Education (3)
- M. Physical Science (3)
- N. Social Science (3)
- O. Spanish (3)
- P. Speech (3)
- W. _____ (4)

415*—Directed Student Teaching in High School Subjects. (3)

Observation of the growth and development of pupils and of methods of teaching; participation in school activities, culminating in assuming responsibility for teaching entire groups.

416*—Directed Student Teaching in High School Subjects. (3).

For the student who has had Education 415 and desires student teaching in a second endorsement area.

417*—Directed Student Teaching in High School Subjects. (3).

For the student who has had Education 415 and desires student teaching at a different level.

425*—Directed Student Teaching in the Elementary School. (6).

Observation of the growth and development of pupils and of methods of teaching; participation in school activities, culminating in assuming responsibility for teaching entire groups.

426*—Directed Student Teaching in the Elementary School. (3).

For the student who is taking or has had Education 425 and desires additional experience.

***NOTE ON DIRECTED STUDENT TEACHING:** Directed student teaching courses provide opportunity for observation of good teaching practices and for actual teaching experience under the direction of supervising teachers. Conferences with the supervising teacher, and with members of the Department of Curriculum and Instruction and other departments offering methods courses are provided for in the student's program. The requirements for enrolling in student teaching courses are as follows:

1. Classification as a senior and at least one semester of residence at Memphis State College.
2. An overall "C" average in education courses.
3. Completion of the core professional program and the two methods courses of the specialized professional program. Enrollment in a methods course concurrent with enrollment in the directed student teaching course may be approved.
4. Completion of the elementary school teacher endorsement requirements if at the elementary school level or completion of a secondary school endorsement area if at the secondary school level.
5. Filing of an application to enroll in a directed student teaching course with the Chairman of the Department of Curriculum and Instruction sixty days before the beginning of the semester in which the student desires to do his student teaching. The application form may be secured from the office of the above mentioned department, and when returned for approval the application should be attached to a statement from the student's advisor certifying that the student has met certification requirements in the endorsement area.
6. Approval of the Chairman of the Department of Curriculum and Instruction. If approved, the application will be sent to the coordinator of teaching assignments for processing.

Advanced Undergraduate Courses

The course numbers below preceded by "S" indicate graduate courses open to advanced undergraduate students who lack only thirty-six semester hours credit toward graduation.

429—Workshop for Teachers in the Elementary School. (9).

A course designed to meet the needs of in-service teachers by offering an opportunity to work cooperatively on problems which are real to teaching situations and which meet the needs of the individual. Prerequisite: Teaching experience and consent of the director of the workshop.

442—The Teaching of Natural Science in the Elementary School. (3).

An advanced course in the study of the natural environment as a child would view it. A survey of suitable equipment and materials for the elementary classroom and limited experience at carrying on experiments at the child's level.

443—The Teaching of Mathematics in the Elementary School. (3).

An advanced course acquainting prospective and experienced teachers with the mathematical processes required of the elementary child and giving an insight into reasons why certain methods are used.

444—The Teaching of the Social Studies in the Elementary School. (3).

An analysis will be made of social problems, needs, and interests which are basic to the curriculum of the elementary school child. The role of the social studies and its relationship to the total school program will be emphasized.

445—The Teaching of Children's Literature in the Elementary School. (3).

A course designed to improve the methods of teaching children's literature in the elementary school. Units on story telling, dramatization, choral speech work, and the correlation of literature with the content subjects will be carried out.

446—The Teaching of Reading in the Elementary School. (3).

A study of reading methods designed for the development of efficient independent readers. Materials and activities appropriate for each developmental stage.

448—Workshop in the Reading Program. (3-6).

Through the media of group study, discussion, demonstrations, directed observation, and laboratory work, participants will have opportunity to formulate plans for their reading program as to content, methods and techniques, materials, and evaluative criteria.

451—History of Education. (3).

This course traces through European history some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contributions of some of the leading educational theorists, and by institutional practices.

452—History of Education in the United States. (3).

This course aims to trace, describe, and evaluate, in the light of accepted facts, the development and growth of our educational practice, institutions, and theories from the beginning of colonial life to the present time.

456—Educational Sociology. (3)

Group or social behavior in the educational process; sociological factors involved in the interaction of pupils, teachers, administrators, and community.

461—Curriculum Problems and Trends in the Secondary School. (3).

This course is designed to afford some help in the clarification of secondary school educational purposes and in determination of appropriate learning activities. It deals with the functional teaching objectives, ways of attaining these objectives, methods of establishing relationships among the school subjects, developing the core curriculum, and the organization and use of units of work.

462—Curriculum Problems and Trends in the Elementary School. (3).

This course deals with general educational objectives and means of achieving them; the role of the various school subjects and their relationships, and with the organization and use of units of work in the core curriculum.

466—Audio-visual Aids to Teaching. (3).

Audio-visual materials will be examined from the point of view of their effectiveness and possible utilization in the school program. Opportunity will be provided to develop skills in the use of materials and equipment. The technical and administrative problems of integrating audio-visuals into the school curriculum will be studied.

471—Principles and Procedures of Guidance. (3).

An introduction to the principles of guidance with emphasis being placed upon the function of guidance in relation to child and adolescent needs.

472—The Psychology of Adolescence. (3).

A study of the characteristics of the adolescent stage of development that should be taken into account in the planning and teaching of secondary school courses of study, in the supervision of extra-class activities in the secondary school, and in guiding and counseling with adolescents.

476—Mental Hygiene and the School. (3).

Guidance for the teacher in working on her own personality development and a study of the mental hygiene of the child as affected by his total environment, past and present.

S541—Diagnostic and Remedial Reading in Elementary and Secondary Schools. (3).

An analysis of why certain children fail to read adequately. The development of a program in reading that will tend to correct reading deficiencies.

S553—Educational Tests and Measurements. (3).

This course deals with the principles underlying the construction of objective tests, and with the problems relating to the use and interpretation of school measurements by teachers and administrators. Practice is given in the construction of new-type and essay tests, and in the elements of statistical procedure necessary for the interpretation of school measurements.

S566—The Pupil Activity Program. (3).

A study of current philosophy and practice in regard to responsibilities of teachers, supervisors, and administrators for those phases of educational practice which are essential for the educational program, but are not considered as part of general classroom procedure.

S584—High School Administration. (3).

This course is offered as a concise description of modern useful practices in organizing and administering secondary schools, types of high schools, selection and assignment of staff, program of studies,

records, management of buildings and grounds, pupil personnel, guidance, selection, retention and improvement of teachers, and interpreting the school to the public.

S585—Elementary School Administration. (3).

A study of the major aims of the elementary school; planning the daily program through integration and related subjects; learning to keep and interpret various types of records and reports. Considering the importance of proper teacher-pupil, teacher-teacher, teacher-administrator, and teacher-parent relationships. Special emphasis on the P. T. A. program in Tennessee.

Art Education

Art 111—Art Education in the Primary Grades. (3).

A course designed for teachers training in the theory and practice of art education. Manuscript writing is included in this course. 2 hours lecture; 2 hours laboratory.

Art 112—Art Education in the Elementary Grades. (3).

Creative experience with basic principles underlying all forms of art. Fundamentals will be emphasized through problems in various media. 2 hours lecture; 2 hours laboratory.

Art 312—Public School Art. (3).

This course is designed to acquaint the student with problems in classroom administration. Projects are carried out in paper, watercolor, finger painting, crayon, manuscript writing, and lettering. 2 hours lecture; 2 hours laboratory.

Library Service

321—Books and Related Library Materials for Children. (3).

Primarily a reading course based on materials suitable for elementary school children. Includes a study of their leisure-time interests and curricular needs; criteria for evaluating books and related materials, such as magazines, phonograph records, radio programs and films; aids used in their selection; types of literary and informational books; authors, illustrators, and publishers; story-telling and other devices for encouraging reading.

322—Books and Related Library Materials for Young People and Adults. (3).

The course is presented in the same manner as Books for Children but is adapted to materials on the junior and senior high school level. An examination will be made of a wide variety of materials from the standpoint of curricular needs, reading interests and personal growth of adolescent students. Attention will also be given to an examination of adult books to enable librarians to work more effectively with faculty and community groups.

323—Reference Materials. (3).

This course includes a study of reference materials useful in various areas of the elementary and secondary school curriculum. Basic reference materials in every general field are studied thus making

the course desirable for teachers as well as librarians. Practice in handling reference questions is provided.

411—Organization of Materials. (3).

Includes instruction and practice in simplified procedures for acquisition, preparation, organization and circulation of books and related library materials, such as pamphlets, periodicals and audio-visual aids.

412—Cataloging and Classification. (3).

Introduction to principles underlying the classification of books and simplified techniques of cataloging books and other materials. The abridged Dewey Decimal Classification scheme is used and the use of printed cards is stressed.

421—School Library Administration. (3).

The library is treated as a service agency in this course. Emphasis is given to the place of the library in the instructional and guidance program of the school and to the philosophy and purposes of libraries and librarianship. Included are such problems as standards and evaluation, public relations and publicity, support, housing and equipment, training of assistants and library study hall relationships. Field trips are made to different types of libraries.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION**Mr. Humphreys, Chairman****Mr. Buchanan, Mr. Curlin, Mr. Donahue, Mrs. Floyd, Mr. Hatley,****Miss Illing, Miss McMillin, Mr. Lambert, Mr. Smith, Miss Roane**

The purpose of the health and physical education courses are to improve the habits and principles of health for individuals, and in the schools; to develop the individual physically, and to train teachers of health and physical education. The aims specifically are: (a) to guide youth in the conservation and improvement of their own health; (b) to cultivate in the student socially desirable attitudes and traits; (c) to emphasize the acquiring of skills in recreational physical activities that can be used pleasantly and profitably in adult life; (d) to provide a corrective and adaptive program for students with a physical weakness or handicap; and (e) to acquaint prospective teachers with the importance of health and physical education in order that the school may make its proper contribution to the promotion of health and wholesome living to the individual, the family, and the community.

Four semesters of physical education activity courses are required of all students except those completing two years of R.O.T.C., in which case only two semesters are required. All students are required to take Physical Education 100 for one semester at the completion of which a physical fitness test is given. Those passing the test may complete their requirement by selecting activity courses on the 200 level. Those not passing will take one more 100 activity course before starting the 200 activity courses. If officially excused from active participation, the student is still required to register for these courses, but will attend the class held for the inactive group.

Members of varsity and freshman athletic squads, with the exception of majors in health and physical education, upon recommendation of the coach concerned, may substitute activity on athletic squads for Physical Education 100 or Physical Education 200 activity courses.

MAJOR

A major in this department consists of not less than 33 specified semester hours for women, and 34 specified semester hours for men in health and physical education courses, exclusive of Physical Education 100 and 200 activity courses.

The requirements for a major in health and physical education are as follows:

For Women	34 semester hours
Health 101, 231, 241, 301, 302	(15)
Phys. Ed. 299, 327, 328, 342	(10)
Phys. Ed. 351, 382, 391	(9)
For Men	35 semester hours
Health 101, 231, 241, 301, 302	(15)
Phys. Ed. 281, 282, 283, 284	(4)
Phys. Ed. 299, 328, 342	(7)
Phys. Ed. 351, 382, 391	(9)

In addition to the above, majors are required to take five 200 activity courses, and Biology 121 and 130.

MINOR

The requirements for a minor in health and physical education are as follows:

For Women	29 semester hours
Health 101, 231, 241, 301, 302	(15)
Phys. Ed. 342, 351, 382, 391	(11)
Phys. Ed. 327 or 328	(3)
For Men	29 or 30 semester hours
Health 101, 231, 241, 301, 302	(15)
Phys. Ed. 342, 351, 382, 391	(11)
Phys. Ed. 281, 282, 283, 284, 328	(2 or 3)

DESCRIPTION OF COURSES

Health

101—Health Personal and Community. (3).

Course content shall include the physiological basis of correct living including a minimum of fundamental biological facts; the psychological aspects of human behavior as they affect individual health conduct and mental hygiene; the agents of disease and modern scientific methods employed in their control; the procedures for maintaining health through the provision and utilization of public health agencies and related cooperative agencies; and the individual's responsibility for maintaining a healthful modern community. The teaching of the course will be slanted toward the development of habits and ideals which will motivate the student to translate health knowledge into health behavior. Three hours lecture.

231—Safety and First Aid. (3).

Instruction for students who wish to familiarize themselves with first aid and safety measures. First aid materials are used in practice; recognition of injuries and emergency treatment practiced; first aid and safety for the home, school, and community are covered. Three hours lecture.

241—Nutrition. (3).

See Home Economics 241.

301—Health Education in Schools. (3).

This course is centered around an analysis of the health problems of school age children in the home, school, and community. A study is made of the health education program with consideration of health needs and educational procedures and principles involved in coordinating health instruction with other areas of the curriculum. Current materials and available resources for health teaching are surveyed. Emphasis is placed on improving health behavior through sound health teaching. Three hours lecture.

302—Health Service in Schools. (3).

This course is a study of the methods of organizing and imple-

menting health measures in schools and of relating the health services of schools to other community agencies; techniques for determining health status through screening processes; the teachers' function in the conservation of health through the detection of remedial defects and follow-up for correction; the school's responsibility for the promotion of health through environment and special health services; factors in environmental sanitation in the home, school, and community as it affects the school child will be considered.

321—Advanced Safety and First Aid. (2).

A course for students who wish to qualify as Red Cross Approved Instructors in First Aid. Health 231 or a Red Cross Advanced Certificate is a prerequisite for this course. Emphasis will be placed upon the techniques of demonstration and presentation of first aid principles and methods. Upon the successful completion of this course, a Red Cross First Aid Instructor's Certificate will be awarded.

PHYSICAL EDUCATION

100—Orientation and Conditioning. (1).

One or two semesters required of all students.

200—Selected Physical Activities. (1).

Two or three semesters required of all students selected from activities listed below which will be offered during the two semesters of the year. Prerequisite: one semester Physical Education 100.

MEN	WOMEN	CO-EDUCATIONAL
100—Orientation and Conditioning	100—Orientation and Fundamental	241—Folk and Social Dance
211—Inactive and Adaptive	Rhythms	242—Tap Dance
212—Tumbling and Wrestling	251—Inactive and Adaptive	243—Modern Dance
213—Boxing	252—Volleyball and Tumbling	244—Modern Dance (Advanced)
214—Touch Football and Basketball	253—Soccer, Speedball and Basketball	245—Archery and Recreational Games
215—Tennis	254—Softball, Track and Field Events	
216—Golf	255—Badminton	
217—Volleyball and Softball	256—Tennis	
219—Swimming	257—Golf	
220—Handball	258—Beginning Swimming	
	259—Intermediate Swimming	

271—Community Recreation. (3).

Study of the scope of community recreation; basic social values, organization and relation to other social institutions. Includes a study of program content and leadership methods with particular emphasis on playground methods and activities. Three hours lecture.

272—Club and Camp Leadership. (3).

Theory and procedure in organization and leadership of club

groups and camping activities; practical laboratory work with local groups and camping projects. Two hours lecture; two hours laboratory.

281—Fundamentals and Techniques of Football. (2).

Fundamentals of football coaching with special emphasis on blocking, tackling, passing, punting, catching; principles of line and back-field work; and the manner of playing the various positions; formations of plays, generalship, signal systems, and scouting; some coaching problems, study of the rules. Two hours lecture supplemented by demonstration on field.

282—Fundamentals and Techniques of Basketball. (2).

This course deals with the theory and practice of basketball, coaching, history of the game, and study of the rules. A study is made of offensive and defensive systems, and drills for the development of fundamental skills in the game are taught. Training and conditioning of basketball squads are covered; classroom work supplemented with practice on gymnasium floor. Two hours lecture.

283—Fundamentals and Techniques of Track and Field. (2).

A study of the accepted forms of starting, hurdling; distance running, pole vaulting, discus and javelin throwing, and sprinting; study of physical conditions affecting speed, endurance and fatigue; the selection and preparation of contestants for the various track and field events; managing and officiating the games and meets; study of rules. Two hours lecture supplemented by demonstration on track.

284—Fundamentals and Techniques of Baseball and Softball. (2).

This course covers the theory and practice of baseball coaching with attention given to the coaching of the individual, in base running, fielding, batting, and pitching; detail study is made of each position; offensive and defensive team play; officiating; scoring; study of rules. Two hours lecture supplemented by demonstration.

299—History and Principles of Physical Education. (2).

Study of the beginnings of physical education systems and practices with developments down to modern times. Changes as related to political and economic cycles are traced with the underlying principles common to all epochs shown. The final effort is to show the place of a sound physical education program in the modern school systems with a proper appreciation of its historical development. Two hours lecture.

327—Materials and Methods in Team Sports for Women. (3).

Fundamentals of teaching and coaching team sports, including history, rules, skills, and teaching progressions. Practical laboratory experience in intramural and activity classes. Two hours lecture, two hours laboratory.

328—Materials and Methods in Individual and Dual Sports. (3).

Study of teaching methods, instruction and participation in individual recreational sports, tumbling, mass gymnastics, and conditioning activities; includes means of providing facilities for these activities. Two hours lecture, two hours laboratory.

342—Corrective and Adaptive Physical Education. (2).

A theory course including lectures, demonstrations, and problems on the mechanics of physical deformities and their causes. Abnormalities of the spine, feet, and other postural and functional conditions are discussed. Treatment by active and passive movements is applied in corrective physical education class for freshmen and sophomores. Two hours lecture with laboratory arranged.

350—Methods and Materials in Rhythms for Elementary School. (2).

Basic theory, participation, techniques, materials and teaching methods in rhythmic activities for grades one through nine. Course will include laboratory experiences.

351—Methods and Materials in Rhythms and Dance. (3).

Basic theory, participation, techniques, materials, and teaching methods in rhythmic activities from the first grade through the twelfth. Course will include laboratory experiences.

382—Organization and Administration of Health and Physical Education. (3).

A study of administrative problems of health and physical education, including curriculum, facilities, buying and caring for equipment, general class organization, and organization of an intramural program. Three hours lecture.

391—Materials and Methods in Physical Education for Elementary Schools. (2).

This course covers the theory and activities for physical education in grades one through nine; including teaching methods, program planning and participation in stunts, mass gymnastics, relays, informal games, team games, individual and dual sports and minetics. Practical experience is gained through observing and directing play activities for children in training school. Two hours lecture. Course will include laboratory experiences.

421—Special Problems in Athletic Coaching. (3).

Students may register for a special problem in the coaching of athletics. They may work under the supervision of a staff member in carrying out a research project in one or more of these special areas:

- A. Football Coaching
- B. Basketball Coaching
- C. Baseball and Track Coaching
- D. Coaching other team sports

This course may also be carried on as organized group study and the discussion of problems in the coaching field. It may be taken only one time for credit. Coaching experience and the approval of the instructor are prerequisite to registration for this course.

434—Problems in Health Education and Physical Education. (3).

Designed to afford opportunity for prospective or in-service school and professional personnel to work individually or in groups in health education, and on physical education factors in the solution of practical problems.

DEPARTMENT OF HOME ECONOMICS

Miss Henderson, Chairman

Miss Whitaker, Mrs. Sands

The Department of Home Economics provides professional education qualifying for teaching in junior and senior high schools. It also includes courses in personal living, human relations and related art.

MAJOR

A major consists of 36 hours of credit in home economics and 14 hours in related courses as follows:

Lower Division	18 semester hours
171	(3)
111, 211	(6)
241, 242	(6)
291	(3)
Upper Division	18 semester hours
312, 341	(6)
342 or 421	(3)
471, 481, 482	(9)
Related Courses	14 semester hours
Chemistry 111, 112	(8)
Biology 241	(3)
Sociology 211	(3)

MINOR

A minor open to any student in the School of Business Administration or the School of Arts and Science consists of 18 hours of credit in Home Economics as follows:

Lower Division	12 semester hours
111, 181 or 211	(6)
241, 242	(6)
Upper Division	6 semester hours
471	(3)
One other upper division course	(3)

DESCRIPTION OF COURSES

Clothing and Textiles

111—Clothing Selection and Construction. (3).

Standards in selecting and purchasing; construction of simple garments to meet individual needs. One hour lecture; four hours laboratory.

211—Clothing Construction. (3).

Fundamental principles of clothing construction applied to cotton, wool, and other fabrics. Prerequisite: Home Economics 111. One hour lecture; four hours laboratory.

312—Textiles. (3).

A study of textile fibers and fabrics used for clothing and house furnishing. Two hours lecture; two hours laboratory.

421—Family Clothing Problems. (3).

Problems in selection, designing and construction of clothing for members of the family; cost, care, and repair of clothing. Prerequisite: Home Economics 111, 211. One hour lecture; four hours laboratory.

Foods and Nutrition

241—Elementary Nutrition. (3).

Nutritive value of food, factors influencing body food requirement and health. Three hours lecture.

242—Food Selection and Preparation. (3).

Principles underlying the selection and preparation of foods with an introduction to the planning and serving of meals. One hour lecture; four hours laboratory.

341—Meal Preparation and Table Service. (3).

Fundamentals of nutrition, meal planning, marketing and table service for various occasions. Prerequisite: Home Economics 241, 242. One hour lecture; four hours laboratory.

342—Nutrition. (3).

Application of principles of human nutrition to individual and family diets; introduction to special diets. Prerequisite: Home Economics 241, 341. Two hours lecture; two hours laboratory.

Human Relations and Related Art

171—Personal Development and Human Relations. (3).

Individual and group adjustment, influences contributing to successful marriage and family life. Three hours lecture.

181—Art in Everyday Life. (3).

A study of the art elements and art principles through an analysis of everyday objects. Three hours lecture.

291—Health of the Family and Home Nursing. (3).

Building health habits, protection against illness and accidents; simple procedures in caring for the sick. Two hours lecture; two hours laboratory.

471—Child Development and Family Relationships. (3).

Courtship, marriage and achievement of satisfaction in present day family life; social, emotional, mental growth of the child. Three hours lecture.

481—Home Furnishing and Equipment. (3).

Principles of design and color theory applied to the selection and

arrangement of the house and its furnishing. One hour lecture; four hours laboratory.

482—Home Management and Consumer Education. (3).

Problems in management of money, time, and energy; study of consumer goods; guides to buying. Three hours lecture.

Home Economics Education

Methods of Teaching Home Economics. (See Education 391.)

Supervised Teaching in Home Economics. (See Education 415, 416, 417.)

DEPARTMENT OF INDUSTRIAL ARTS**Mr. Coltharp, Chairman****Mr. Brotherton, Mr. Nave, Mr. Simmons, Mr. Street**

The general objectives of this department are:

1. To provide professional training for:
 Teachers and administrators in the specialized areas of industrial arts education.
 Elementary teachers in the appropriate phases of industrial arts.
 Those interested in industrial training programs.
 Therapists in the manual skills areas.
2. To provide preengineering students with:
 Technical laboratory experiences.
 Materials and production studies.
3. To contribute to general education aims through:
 Studies of current industrial practices.
 Participation in representative manipulative experiences.

Major

A major shall consist of not less than 36 semester hours, of which 9 hours shall be upper division courses.

Lower Division.....	10-12 semester hours
141, 151	(6)
161, 171, 231, 252, 281.....	(4-6)
Upper Division	9 semester hours
341, 372	(6)
Elective	(3)
General Electives.....	15-17 semester hours

Minor

A minor shall consist of not less than 18 hours, of which 6 hours shall be upper division courses.

DESCRIPTION OF COURSES**231—Ceramics. (2).**

Hand forming and production processes using clays and plasters. One hour lecture; two hours laboratory.

232—Ceramics. (3)

Continued hand forming and production methods with experimental studies. One hour lecture; four hours laboratory. Prerequisite: I. A. 231.

331—Crafts for Teachers. (3).

Resourceful use of common and local craft materials. One hour lecture; four hours laboratory.

332—Crafts for Teachers. (3).

Emphasis upon tools, supplies, and activities for crafts programs. One hour lecture; four hours laboratory. Prerequisite: I. A. 331.

434—Problems in Industrial Arts Education. (3).

GENERAL

141—Introduction to Industry. (3).

Basic materials, tools, and processes. Three hours lecture.

341, 342—Materials of Industry. (3 credits each semester).

Processing and uses of materials. Three hours lecture.

441—Production Methods. (3).

Practice in wood and/or metal production procedures. One hour lecture, four hours laboratory.

DRAFTING

150—Interpretation of Technical Drawings. (2).

The graphic language as a technique of communication in industry. Two hours lecture.

151, 152—Engineering Drawing. (3 credits each semester).

Basic drafting practices progressing through use of instruments, theory of projections, and working drawings. One hour lecture; four hours laboratory.

251—Descriptive Geometry. (2).

Representation and space relations of points, lines, and plane intersections and development. One hour lecture; two hours laboratory. Prerequisite: I. A. 151.

252—Industrial Design. (2).

Theory and application of design and principles in industry. Two hours lecture. Prerequisite: I. A. 141.

351, 352—Architectural Drawing. (3 credits each semester).

Planning and executing of residential preliminary and working drawings, details, and specifications. One hour lecture; four hours laboratory. Prerequisite: I. A. 152.

WOODWORK

161—Woodwork. (3).

Hand tools and processes of general woodwork. One hour lecture; four hours laboratory.

162—Machine Woodwork. (3).

Common woodworking machines and their operation. One hour lecture; four hours laboratory. Prerequisite: I. A. 161.

261—Patternmaking. (2).

Design and construction of wood patterns for foundry work. One hour lecture; two hours laboratory. Prerequisite: I. A. 161.

361—Machine Woodwork. (3).

Woodworking machines with emphasis on special operations. One hour lecture; four hours laboratory. Prerequisite: I. A. 162.

362—Upholstery. (3).

Fundamentals of pad and spring upholstery. One hour lecture; four hours laboratory.

METALWORK

171—Metalwork. (3).

Tools, materials, and processes of general metalwork. One hour lecture; four hours laboratory.

172—Machine Tool Laboratory. (2).

Experiences with the basic machine tools of industry. One hour lecture; two hours laboratory.

271—Welding. (2).

Techniques and materials of gas and electric arc welding. One hour lecture; two hours laboratory.

272—Foundry. (2).

Production of non-ferrous castings. One hour lecture; two hours laboratory. Prerequisite or corequisite: I. A. 261.

371—Machine Tool Laboratory. (3).

Advanced machine tool usages. One hour lecture; four hours laboratory. Prerequisite: I. A. 172.

372—Maintenance and Planning of Equipment. (3).

Design of Industrial Arts laboratories and maintenance of equipment. One hour lecture; four hours laboratory.

ELECTRICITY

281—Electricity. (3).

Fundamental principles and practices of electrical circuits. One hour lecture; four hours laboratory.

282—Radio. (3).

Components, circuits, and theory of the radio receiver. One hour lecture; four hours laboratory. Prerequisite: I. A. 281.

381—Television. (3).

Circuits of the television receiver. One hour lecture; four hours laboratory. Prerequisite: I. A. 282.

DEPARTMENT OF MUSIC EDUCATION

Mr. Harris, Chairman

Mr. DeFrank, Mr. Eaheart, Miss Gandy, Mr. Gilbert, Mr. Haggh,

Mr. Hale, Mrs. Maxwell, Miss Quant, Mr. Robertson,

Mrs. Taylor, Mr. Webber.

The Department of Music Education has for its primary objective the musical training of two types of students:

1. Those who plan to become teachers, supervisors, and directors of music in elementary and secondary schools.
2. Those who plan to become classroom teachers in elementary schools.

Secondarily, the department provides experiences in listening and in performing which are planned to develop in the student body as a whole an appreciation of music.

Students in the Department of Music Education may complete work which will qualify them for teacher certification with endorsement in either, or both, of two areas:

1. Public School Music, grades 1-12.
2. Instrumental Music, grades 1-12.

A minor in either of these endorsement areas may be completed by students from other departments of the college.

MAJORS

A student in the Department of Music Education may major in

1. Public School Music, or
2. Instrumental Music, or

he may major in one of these areas and minor in the other.

Listed in the following section are the course requirements for either of these majors:

- I. Meet all of the requirements for a minor in public school music or instrumental music as subsequently listed.
- II. Participate each semester in one of the bands, choirs, or orchestras. The student is expected to plan for some variety in these activities in order to gain experience in more than one field of performance.
- III. Appear in recital in solo class once each year during the freshman and sophomore years, and twice each year during the junior and senior years. A creditable performance of appropriate music within the technical and interpretative grasp of the performer is more to be desired than display of advanced technique.
- IV. Complete the following courses:
 - A. Music 401-402 History of Music(4)
 - B. Music 301 Counterpoint(2)
 - C. Music 308 Form and Analysis(2)
- V. Attend all recitals and programs sponsored by the Department of Music Education.

- VI. Meet the requirements for endorsement in a second teaching area.
(This requirement may be met by securing endorsements in both
(1) public school music and (2) instrumental music.)

MINORS

1. Public School Music

- I. Music Core 30 semester hours
(Listed in detail elsewhere in this section.)
- II. Specialized Subjects 6 semester hours
Music Education 321—Music Supervision in
Elementary Schools (3)
Music 417—Choral Techniques (3)
- III. Professional Education 24 semester hours
(This core professional preparation may be for grades 1-9 or 7-12.
However it is recommended that the student elect the specialized
courses for grades 1-9 unless otherwise directed by his advisor.)
- IV. Completion of general education requirements and requirements
for graduation set up by the school in which the student is
enrolled.

2. Instrumental Music

- I. Music Core 30 semester hours
(Listed in detail elsewhere in this section.)
- II. Specialized Subjects 6 semester hours
Music Education 331—Materials and Methods
in Instrumental Music (3)
Music Education 332—The Administration
of Instrumental Music (3)
- III. Applied Music 6 semester hours
(To include the equivalent of four years study on an instrument
of major emphasis.)
- IV. Professional Education 24 semester hours
(This core professional preparation must be for grades 7-12.)
- V. Completion of general education requirements and requirements
for graduation set up by the school in which the student is en-
rolled.

MUSIC CORE

(Basic requirements for endorsement to teach)

- Music 101—Introduction to Music (2)
- Music 111, 112—Music Theory I (6)
- Music 211, 212—Music Theory II (6)
- Music 315—Instrumentation (2)
- Music 317—Conducting and Score Reading (2)

Applied Music¹(12)

Music Education 123, 124 or Music 191—
Voice²(2-6)

Music Education 125, 126 or Music 171—
Piano(2-6)

Music Education 131, 132—Class In-
struction in Stringed Instruments (2-4)

Music Education 133, 134—Class Instruc-
tion in Woodwind Instruments.....(1-2)

Music Education 135, 136—Class Instruc-
tion in Brass and Percussion.....(1-2)

¹The student will select courses as directed by his advisor to meet his individual needs. In general, it is expected that the student who seeks endorsement in Instrumental Music will register for the maximum number of hours credit in instrumental courses and the minimum number of hours credit in voice and piano, whereas the student who seeks endorsement in Public School Music will register for the maximum in voice and piano and the minimum in instrumental courses. Students who demonstrate a high degree of proficiency in performance in one field may be excused from study in that field provided that the minimum number of hours credit in applied music courses does not fall below twelve.

²The student who majors in Public School Music (this does not apply to the student who seeks endorsement only) must meet the proficiency requirements of the Sophomore year in both voice and piano, as stated under the course descriptions of Music 291 and Music 271. This requirement may be met (1) by completing the sequence of courses in voice and piano, or (2) by passing an examination (without credit) offered at stated intervals by the Department of Music Education. It is the responsibility of the student to arrange with the Chairman of the Department of Music Education for such examination before the end of the Sophomore year.

With the approval of the student's advisor, organ may be substituted for a part of the piano requirements in some instances.

Description of Courses

121, 122—Basic Music for Classroom Teachers. (1 credit each semester).

An understanding of scales and keys, meter and rhythm, and music notation is developed through experiences in simple melody and chord playing, singing, and rhythmic activities. Does not require prior training in music. Not open to music majors.

123, 124—Class Instruction in Voice. (1 credit each semester).

The principles of proper vocal technique, posture, breath support, diction, tone-production. Two hours of laboratory per week.

125, 126—Class Instruction in Piano. (1 credit each semester).

Standard class procedures for students without previous training. One hour of lecture and a minimum of three hours practice each week.

- 131, 132—Class Instruction in Stringed Instruments. (2 credits each semester).

Course designed to give prospective teachers a thorough working knowledge of the stringed instruments. One hour lecture; two hours laboratory.

- 133, 134—Class Instruction in Woodwind Instruments. (1 credit each semester).

- 135, 136—Class Instruction in Brass and Percussion Instruments. (1 credit each semester).

These courses give prospective teachers a working knowledge of all the different instruments in the band and orchestra. Practice instruments are provided. One hour of lecture and a minimum of three hours of practice per week.

- 137—Music Education Orchestra. (1 credit each semester).

- 138—Music Education Band. (1 credit each semester).

These courses provide familiarity with materials and routines suitable for use with elementary and secondary school orchestras and bands. The courses also enable a student who plays his major instrument in the college orchestra or the college band to gain needed playing experience on other instruments, and enable voice, piano, and organ majors to gain ensemble experiences. Either course may be repeated for additional credit, or students may participate without credit. Three hours per week.

- 320—Teaching Music in Elementary Grades. (2).

A practical course for teachers of primary and intermediate grades; selection of music; methods of teaching music; correlation of music and other subjects; creative music; music for appreciation. Prerequisite: Music 121 and 122 or permission of the instructor.

- 321—Music Supervision in Elementary Schools. (3).

The teaching, supervision and administration of music; basic concepts, philosophy, objectives of music education.

- 331—Materials and Methods in Instrumental Music. (3).

Developing the band or orchestra; balance and tone quality; conducting and interpretation; problems of intonation; literature for solos, ensembles, and groups of all grades.

- 332—The Administration of Instrumental Music. (3).

A survey of the problems of the instrumental director; purchase and care of instruments; financing; point systems; library; planning concerts; pageantry; marching bands; festivals and contests.

- 421—Special Problems in the Teaching of Music. (3).

Course provides for individual study of those specific problems and opportunities faced by the classroom teacher who teaches music in addition to the other subjects. Open to teachers, supervisors, and administrators.

TRAINING SCHOOL**Mr. Roland, Principal**

The training school, located on the campus, is a public school comprising grades 1-9. This school is operated by Memphis State College as a part of the public school system of the City of Memphis. The training school enrolls approximately 700 students, and offers a broad program of training for these children. This school serves the teacher training program as a laboratory in which prospective teachers observe, study, and practice the art of teaching. Many and varied opportunities are offered college students to study children, to study a school program, and to participate in teaching activities. Through the training school, arrangements have been made for the use of other city schools for purposes of teacher training. Student experiences with the teachers of the training school, and with the many other fine teachers in the area, are considered an integral part of preparation for a teaching career.

**DEPARTMENT OF
EDUCATION ADMINISTRATION AND SUPERVISION**

Mr. Crader, Chairman

The Department of Education Administration and Supervision does not offer courses at the under-graduate level. This department provides specialized graduate courses designed to prepare students to become elementary school principals, high school principals, supervisors, and city or county superintendents.

A guide for students who plan professional study in this area at the graduate level, may be found in the GRADUATE SCHOOL BULLETIN, together with a listing of all courses offered.

DEAN'S LIST**Winter Quarter, 1952-53**

Anderson, Donald P.	McDermott, Jean Claire
Bigbee, Rosalynn	May, Charles Norman
Bonner, Mary Joyce	Mendel, Gisela
Bowman, William Kirkland	Moyt, Lonnie Wallace
Brommer, John Drury	O'Callaghan, Phillis Anne
Bryant, William O.	O'Neil, Francis Scott
Burnette, Barbara Jean	Palmer, Richard Carl
Cannon, Ann	Paulat, James
Chandler, John W.	Pearson, Betty Ann
Coleman, Frances	Pennel, Charles Alexander
Collins, Barbara Ann	Philbeck, Jo Sloan
Compton, Donovan Earl	Phillips, Peggy
Costlow, Asa Levi	Pope, Connie Sue
Cummings, Harvey Ray	Reagin, Charles E.
Derrick, Ann Mary	Riggs, Mary Alice
Dunavant, William B.	Rosenberg, Pauline
Edwards, Nicholas Henry	Rumble, Nancy Jo
Epting, Mary Emma	Satterfield, William
Fiser, Carolyn Marie	Scott, Joy Lee
Forrester, Rebel Gary	Sekul, Elizabeth
Gilman, Bobby Greer	Shackleford, Elbert Conrad
Gordon, Imogene	Smith, Carolyn
Gorman, Louise Abernathy	Sprogis, Ivars Voldemars
Herring, Roy Benton	Stephenson, Marian Turner
Hilton, Elizabeth Lindsay	Sullivan, Virginia
Hines, William Whaley	Tate, Donald Clark
Hudgins, Hazel	Turner, Annette V.
Irving, Charles Clayton	Turner, Peggy Joyce
Kemp, Stanford	Wallis, Eva Jane
Law, Anne	Webber, Louise Ruch
Lawrence, Jesse Alvah	Weiss, Selma Dalia
Lutz, Albert Garland	Wilkinson, Patricia Landram
Lutz, Beverly Irene	Williams, Edward Foster
McCullough, Sue	Willoughby, Joseph L.

DEAN'S LIST**Spring Quarter, 1952-53**

Allen, Ivy	Martin, William Russell
Anderson, Bill Thomas	May, Charles Norman
Anderson, Donald P.	Maynard, Alma Anne
Brown, Edward A.	Miller, Charles Leo
Bryant, William O.	Neely, Ann
Burnette, Barbara Jean	O'Callaghan, Phillis Anne
Campbell, Patricia	Phillips, Peggy
Cannon, Ann	Pope, Connie Sue
Chandler, John W.	Richardson, June
Clayton, Bruce T.	Riggs, Mary Alice
Corbet, John H.	Schwartz, J. Gary
Cratin, Carol	Scott, Joy Lee
Crawford, Patricia Earleen	Smalley, David Henry

Davies, Stanley C.
Fiser, Carolyn Marie
Fleischer, Melvin
Garavelli, Caesar
Garey, Berl B.
Gary, Arthur Lloyd
Gilman, Bobby Greer
Greenbaum, Erica
Herring, Roy Benton
Irving, Charles Clayton
Jones, John Gordon
Keltner, Martha Ruth
Kemp, Stanford
Law, Anne
Lee, Minnie Loggins

Smith, Iva Carol
Spencer, Clara Agnes
Sprogis, Ivars V.
Stanton, Ida Wills
Tarr, Carmen
Theoratos, Julia
Trotter, Barbara
Wallis, Eva Jane
Webber, Louise Ruch
Webster, Lenora Wright
Weiss, Selma Dalia
White, Carolyn
Williams, Edward Foster
Young, Charlotte Lucille

DEAN'S LIST

Fall Quarter, 1953-54

Abernathy, Barbara Ruth
Anderson, Jane Ann
Atyas, Victor
Bennett, William S.
Brading, Rome M.
Burnette, Barbara J.
Campbell, Patricia M.
Cannon, Ann
Cole, Billy F.
Collins, Barbara Ann
Compton, Donovan Earl
Costlow, Asa Levi
Dellinger, Hubert L.
DeShazo, Ray Edwin
Forrester, Hazel Florence
Gardner, Alfred Emmett
Garey, Berl Bertley, Jr.
Goode, Julia
Grouchau, Henry B.
Harp, Shirley
Harper, Eleanor Brodnax
Harrington, Robert Lee
Hearn, Nancy B.
Holmes, Mary Caroline
Jemison, Peggy Boyce
Jordan, Orin Osco
Kelly, Hubert F.
Lawrence, Jesse A.
Loob, Mildred B.
Lutz, Albert G.
Moore, Martha Elizabeth
Morgan, Opal Brewer

Mothershed, Betty Sue
Myers, James Reuben
Nimmo, Doris Jeanne
Oakley, Betty Ruth
Oglesby, Betty Jean
Palmer, Richard C.
Pennel, Charles A.
Perrin, Millard F.
Pugh, Norma
Ragsdale, John W., Jr.
Rankin, Thomas Russell
Robinson, Joyce Becton
Robinson, Luther L., III
Rosenberg, Pauline
Rumble, Nancy Jo
Ryan, Edmond Pierce
Satterfield, William T., Jr.
Scott, Joy Lee
Sisco, Gladys Carolyn
Skinner, Oliver Harris, Jr.
Smith, Carolyn Theodora
Stewart, Chester Rayburn
Sullivan, Sylvia
Tate, Donald
Thompson, Willa Anne
Vogel, Charles L.
Walker, Betty Ann
Wear, Barbara A.
Wilkinson, Patricia L.
Wilshire, Charles A.
Woodward, Frank E.

HONOR ROLL

Winter Quarter, 1952-53

Honor Points

Mendal, Gisela.....	210
Fiser, Carolyn Marie.....	200
Philbeck, Jo Sloan.....	190
Kemp, Stanford.....	185
Lutz, Beverly Irene.....	185
Webber, Louise Ruch.....	185
Moyt, Lonnie Wallace.....	180
Rumble, Nancy Jo.....	180
Bigbee, Rosalynn.....	175
Cannon, Ann.....	175
Derrick, Ann Mary.....	175
Lawrence, Jesse Alvah.....	175
McDermott, Jean Claire.....	175
Pope, Connie Sue.....	175
Edwards, Nicholas Henry.....	170
May, Charles Norman.....	170
O'Neil, Francis Scott.....	170
Sekul, Elizabeth.....	170
Sprogis, Ivars V.....	170
Wilkinson, Patricia L.....	170
Anderson, Donald P.....	165
Chandler, John W.....	165
Cummings, Harvey Ray.....	165
Gilman, Bobby Greer.....	165
Pearson, Betty Ann.....	165
Phillips, Peggy.....	165
Smith, Carolyn.....	165
Turner, Peggy Joyce.....	165
Brommer, John Drury.....	160
Garey, Berl Bartley.....	160
Hilton, Elizabeth Lindsay.....	160
Irving, Charles Clayton.....	160
Williams, Edward Foster.....	155
Coleman, Frances.....	150
Costlow, Asa Levi.....	150
Dean, Charlotte Davis.....	150
Epting, Mary Emma.....	150
Forrester, Rebel Gary.....	150
Herring, Roy Benton.....	150
Hudgins, Hazel.....	150
Kincaid, Nancy.....	150
Lutz, Albert Garland.....	150
O'Callaghan, Phyllis Anne.....	150
Pennel, Charles Alexander.....	150
Riggs, Mary Alice.....	150
Turner, Annette V.....	150
Wallis, Eva Jane.....	150
Bryant, William O.....	145
Croft, Lawrence H.....	145
Griggs, Billy.....	145
Tate, Donald Clark.....	145

Honor Points

Willoughby, Joseph L.....	145
Casey, James William.....	140
Garavelli, Caesar.....	140
Hosse, Dorothy Jean.....	140
Law, Anne.....	140
Palmer, Richard Carl.....	140
Rosenberg, Pauline.....	140
Seay, Ann Elizabeth.....	140
Sellars, Mary Anne.....	140
Shackleford, Elbert Conrad.....	140
Sullivan, Virginia.....	140
Bowman, William Kirkland.....	135
Campbell, Patricia.....	135
Corbet, John H.....	135
Dalton, Jack Parker.....	135
Duffel, Betty.....	135
Hines, William Whaley.....	135
Johnson, Harold Reed.....	135
McCullough, Sue.....	135
Reagin, Charles E.....	135
Roland, Richard.....	135
Scott, Joy Lee.....	135
Sturdivant, John W.....	135
Weiss, Selma Dalia.....	135
Bonner, Mary Joyce.....	130
Burnette, Barbara Jean.....	130
Gordon, Imogene.....	130
Gorman, Louise Abernathy.....	130
Mangrum, Barbara Jean.....	130
Martin, William Russell.....	130
Row, Jacob H.....	130
Schwartz, J. Gary.....	130
Smith, Iva Carol.....	130
Wood, Ora Lee.....	130
Young, Glenda Kay.....	130
Batson, John Hansel.....	125
Brasfield, Maggie.....	125
Clapp, Clois D.....	125
Crosby, Glenn.....	125
Guthrie, Jerry Godwin.....	125
Horner, John W.....	125
Klenke, Evelyn.....	125
Perryman, John Thomas.....	125
Skinner, Oliver Harris.....	125
Webb, Pete.....	125
Best, Robert.....	120
Brandon, Genie Carol.....	120
Coats, Thomas D.....	120
Collins, Barbara Ann.....	120
Compton, Donovan Earl.....	120
Corbitt, Joe Ann.....	120

Crawford, Patricia Earleen	120
Cursey, Virginia Dale	120
Dunavant, William B.	120
Fleischer, Bertram	120
Francis, Jacquelin	120
Harris, Irma Brucine	120
Hirschmann, John Russell	120
Loving, Waldon Spicer	120
Mitchell William E.	120
Olson, Joyce Joan	120
Paulat, James	120
Satterfield, William	120
Scott, Dorothy Ann	120
Shannon, Sue	120
Stephenson, Marian Turner	120
Yates, Charles D.	120

Zinck, Arnold Irvin	120
Albert, Kendall	115
Brown, Edward A.	115
Byrd, Bobby G.	115
Davis, Margaret Elizabeth	115
Dodd, Anne Elizabeth	115
Greenbaum, Erica	115
Greer, James Floyd	115
Ingram, Hawley W.	115
Loob, Mildred B. Clark	115
Medley, Robert George	115
Petty, Shirley Ann	115
Steele, Joan	115
Tanner, Raymond L.	115
Thompson, Willa Anne	115
Young, Charlotte Lucille	115

HONOR ROLL

Spring Quarter, 1952-53

Honor Points	
Lee, Minnie Loggins	190
Sprogis, Ivars V.	185
Gilman, Bobby Greer	175
Law, Anne	175
Burnette, Barbara Jean	170
Cannon, Ann	170
May, Charles Norman	170
Pope, Connie Sue	170
Anderson, Donald P.	165
Chandler, John W.	165
Philips, Peggy	165
Richardson, June	165
Riggs, Mary Alice	165
Spencer, Clara Agnes	165
Tarr, Carmen	165
Wallis, Eva Jane	165
Wilkinson, Patricia L.	165
Garey, Berl B.	160
Kemp, Stanford	160
Maynard, Alma Anne	160
Webber, Louise Ruch	160
Dillon, Nathalia	155
Fiser, Carolyn Marie	155
Jones, John Gordon	155
McClain, Rosella Overall	155
Pearson, Betty Ann	155
Schwartz, J. Gary	155
William, Edward Foster	155
Byrd, Bobby G.	150
Corbet, John H.	150
Davies, Stanley C.	150
Greenbaum, Erica	150
Herring, Roy Benton	150
Palmer, Richard Carl	150

Honor Points	
Scott, Joy Lee	150
Smalley, David Henry	150
Compton, Donovan Earl	145
Garavelli, Caesar	145
Griggs, Billy	145
Irving, Charles Clayton	145
Lawrence, Jesse Alvah	145
Medley, Robert George	145
Neely, Ann	145
Brown, Edward A.	140
Bryant, William O.	140
Clayton, Bruce T.	140
Hinds, Patsy Emma	140
Keltner, Martha Ruth	140
Lutz, Beverly Irene	140
Webster, Lenora Wright	140
Weiss, Selma Dalia	140
Young, Charlotte Lucille	140
Bargery, Lynwood	135
Baxter, Mary K.	135
Campbell, Patricia	135
Coda, Norma	135
Coleman, Frances	135
Crosby, Glenn	135
Fleischer, Melvin	135
Francis, Jackie	135
Marsh, Paul Harold	135
O'Callaghan, Phyllis Anne	135
Oglesby, Betty Jean	135
Philbeck, Jo Sloan	135
Rumble, Nancy Jo	135
Smith, Iva Carol	135
Sturdivant, John W.	135
Wilson, Dorothy	135

Allen, Ivy	130	Sekul, Elizabeth	120
Anderson, Bill Thomas.....	130	Shults, Nancy Swearingen.....	120
Crawford, Patricia Earleen.....	130	Smith, Joe Woodridge.....	120
Martin, William Russell.....	130	Theoratos, Julia	120
O'Neil, Francis Scott.....	130	Trotter, Barbara	120
Rosenberg, Pauline	130	Turner, Annette V.....	120
Stanton, Ida Wills.....	130	White, Carolyn	120
Tanner, Raymond L.....	130	Williams, Edward O'Neil.....	120
Turner, Peggy Joyce.....	130	Young, Glenda Kay.....	120
Wohlgemuth, Charlie J.....	130	Adams, Robert E.....	115
Day, Eleanor Jewel.....	125	Batson, John H.....	115
Hayes, Martyn Patrick.....	125	Corbitt, Joe Ann.....	115
Loper, Charles C.....	125	Costlow, Asa Levi.....	115
Ratcliff, Paige	125	Davis, Anne	115
Smith, Carolyn Theodora.....	125	Degnan, James Phillip.....	115
Tracy, William Ernest.....	125	Derrick, Ann Mary.....	115
Webb, Paul	125	Dodd, Anne Elizabeth.....	115
Bennett, William Shaw.....	120	Gowdy, Herbert E.....	115
Boulton, Robert Gene.....	120	Harrison, Peggye Eloise.....	115
Casey, James William.....	120	Holmes, Mary Caroline.....	115
Cratin, Carol	120	Houston, Jimmie B.....	115
Darwin, Homer Everett.....	120	Loob, Mildred Clark.....	115
Fulton, Henrietta.....	120	McDermott, Jean	115
Gary, Arthur Lloyd.....	120	McMahon, Ometra S.....	115
Gorman, Louise Abernathy.....	120	Mothershed, Betty Sue.....	115
Hall, Dorothy Jean.....	120	Pennel, Charles Alexander.....	115
Hawkins, Helen Dickerson.....	120	Powers, Betty Sue.....	115
Hilton, Elizabeth Lindsay.....	120	Reding, Bette Jo.....	115
Hirschmann, John Russell.....	120	Skinner, Oliver Harris Jr.....	115
Lester, Kenneth	120	Smith, Joan Marie.....	115
Mangrum, Barbara Jean.....	120	Tate, Donald	115
Perry, Donald Lee.....	120	Thomas, Oscar	115
Reagin, Charles E.....	120	Walk, Joe E.....	115
Reeves, Roy B.....	120		

HONOR ROLL

Fall Quarter, 1953-54

Honor Points		Honor Points	
Oakley, Betty Ruth.....	185	Oglesby, Betty Jean.....	165
Burnette, Barbara J.....	180	Pennel, Charles A.....	165
Rumble, Nancy Jo.....	180	Thompson, Willa Anne.....	165
Gardner, Alfred Emmett.....	175	Atyas, Victor	160
Robinson, Joyce Becton.....	175	Palmer, Richard C.....	160
Tate, Donald	175	Sensing, Linda Ann.....	160
Wilshire, Charles A.....	175	Cole, Billy F.....	155
Harrington, Robert Lee.....	170	Dellinger, Hubert L.....	155
Mothershed, Betty Sue.....	170	Sisco, Gladys Carolyn.....	155
Skinner, Oliver Harris, Jr.....	170	Webster, Lenora Wright.....	155
Anderson, Jane Ann.....	165	Campbell, Patricia M.....	150
Bennett, William S.....	165	Costlow, Asa Levi.....	150
Harp, Shirley	165	Forrester, Hazel Florence.....	150
Harper, Eleanor Brodnax.....	165	Grochau, Henry B.....	150
Myers, James Reuben.....	165	Lawrence, Jesse A.....	150
Nimmo, Doris Jeanne.....	165	Morgan, Opal Brewer.....	150

Perrin, Millard F.....	150	Brumback, George Franklin	125
Pugh, Norma	150	Couch, Billy Lanier.....	125
Ryan, Edmond Pierce.....	150	Danneker, John Allen.....	125
Stewart, Chester Rayburn.....	150	Dews, Mitzi L.....	125
Sturdivant, John W.....	150	Dowd, Barbara Martha.....	125
Sullivant, Sylvia	150	Hewlett, F. Patricia.....	125
Webber, Louise Ruch.....	150	Johnson, Beverly Jane.....	125
Wilkinson, Patricia L.....	150	Kelly, Hubert F.....	125
Cannon, Ann	150	Owens, Beverly Ray.....	125
Collins, Barbara Ann.....	145	Polsky, Marvin	125
Dellinger, Carolyn E.....	145	Scheinberg, Ellen S.....	125
Gavin, Priscilla Marie.....	145	Staub, Charlotte Wright.....	125
Jemison, Peggy Boyce.....	145	Wear, Barbara A.....	125
Smith, Iva C.....	145	Allen, James Henry.....	120
Allred, Melba Joy.....	140	Angero, George Thomas.....	120
Goldberger, Doris	140	Boston, James Lee.....	120
McCallen, Elizabeth Cromer	140	Cole, William B., Jr.....	120
Moore, Martha Elizabeth.....	140	Compton, Donovan Earl.....	120
Smith, Carolyn Theodra.....	140	Darwin, Homer E.....	120
Spencer, Clara Agnes.....	140	Davie, Dorris Jane.....	120
Wohlgemuth, Charlie J.....	140	Davis, Margaret Elizabeth.....	120
Brown, Harriet Mae.....	135	Derrick, Ann Mary.....	120
Casey, James W.....	135	DeShazo, Ray Edwin.....	120
Cutts, William Roland.....	135	Duffel, Betty	120
Feder, Harold S.....	135	Emmick, Michael H.....	120
Garay, Berl B., Jr.....	135	Fleischer, Melvin	120
Greenbaum, Erica	135	Goode, Julia	120
Greer, James Floyd.....	135	Grisham, Andrew J.....	120
Humphrey, Verna Marie.....	135	Haley, Sarah Jean.....	120
Irvine, Donald William.....	135	Hinds, Patsy E.....	120
Lifer, Gerlene Stubbs.....	135	Hornsby, Sarah Jane.....	120
Lutz, Beverly Irene.....	135	Ingram, Hawley W., Jr.....	120
Robinson, Luther L., III.....	135	Irwin, Edward Eugene.....	120
Sellers, Mary Anne.....	135	Jordan, Orin Osco.....	120
Woodward, Frank Emile.....	135	Kreunen, Margaret M.....	120
Abernathy, Barbara Ruth.....	130	Loper, Charles C.....	120
Boulton, Robert G., Jr.....	130	Lutz, Albert T.....	120
Byrd, Bobby G.....	130	McQuiston, Sara B.....	120
Diggs, Diana	130	Mason, Vivian Ruth.....	120
Fisher, Dorothy Johnson.....	130	Rankin, Thomas Russell.....	120
Harris, Brucene	130	Rosenberg, Pauline	120
Hearn, Nancy B.....	130	Satterfield, William T., Jr.....	120
Holmes, Mary Caroline.....	130	Scott, Dorothyann	120
Litchard, Laurel Joan.....	130	Scott, Joy Lee.....	120
Loob, Mildred B.....	130	Simonton, Paul R.....	120
Mitchell, Elizabeth F.....	130	Walk, Joe	120
Schrader, William Lynwood	130	Webb, Paul	120
Vogel, Charles L.....	130	Wilson, Dorothy	120
Walker, Betty Ann.....	130	Young, Charlotte Lucile.....	120
Brading, Rome M.....	125		

SCHOOL OF ARTS AND SCIENCES**BACHELOR OF ARTS**

Rosalynn Bigbee
Alda Jane Brown
Claire Terrell Bryant

Jan Marlowe
Phyllis Anne O'Callaghan
David Henry Smalley

Joe Warren Dalton
Elizabeth Anne Law
Roy Eugene Maddox

Shirley Jo Thornton
Selma Dalia Weiss

BACHELOR OF SCIENCE

Elizabeth Orr Adkins
Charles Luther Bennett, Jr.
Lawrence Blumen

Elizabeth Lindsay Hilton
Charles C. Irving

William Kirkland Bowman Jr.
Louise R. Bruce
Charles Alexander Curbo
John A. DeBerry
Emily Barbara Douglass

Marcus DeWayne Jones
Marguerite R. McCaslin
Nancy Anna Madlinger

Ruth Florence Fisher
Rebel Cary Forrester
Warner C. Foster

Jo Sloan Philbeck
Peggy J. Phillips
Virginia Lee Powell

Rebecca Gilkey Gault
Ann Ledford Hale
Roy Benton Herring

Dwight W. Reilly
Mary Alice Riggs
Jeanne Helen Simmons

James B. Hightower

Gloria Ann Sullivan
Raymond L. Tanner
Edward O'Neil Williams

SCHOOL OF BUSINESS ADMINISTRATION**BACHELOR OF SCIENCE**

William Neil Akin
John Baratti
Willie Lee Branim

James Franklin Haskins, Jr.
Janice Louise Hinz
John Curtis Johnson, Jr.

Robert Earl Briggs, Jr.
James A. Carr

Milton Oneal Kirkpatrick
Rufus Bell McClung, Jr.
John Malamas, Jr.

Donald Drew Darling
Billy Robbins Davis
James Emery Deitz

Charles Edward Marcrum
Charles Leo Miller
Todd Motter Miller

Gene Richard DeMarco
O. Grant Duke
James Henry Ford, Jr.

Joanne Neely
Jere Alexander Nichols
Cleveland Doss Orr

Ricco Gatti, Jr.
Joe Edward Gibbs

Bobby Joe Reed

Henry Jackson Goolsby Jr.
 Ronald Morris Gruenewald
 Verlon Paul Harmon, Jr.

James Clarke Sansing
 John H. Stevens
 Clarence Othello Turner, III
 Kathleen Williams

SCHOOL OF EDUCATION

BACHELOR OF SCIENCE

Richard M. Adelman
 Kitty Shadow Bland
 Maggie Brasfield

Bryan J. Koonce
 Minnie Loggins Lee
 Herbert Ray Myers

William Garland Burnett
 Nancy Collins Butterfield
 Rose Castellow

Patsy Ann Newton
 Robert Wayne Oldham
 Harold S. Rainwater

William C. DeBoe
 Marjorie Lassiter East
 Mary Nell Harrison

Miriam Ross
 Arnold Ryan
 Mabel M. Savage

B. James Hoggatt, Jr.
 Lucile B. Hollingsworth
 Betty Sue Johnson

Peggy Shaw Taylor
 Nancy Sue Thompson
 Jack S. Yearout

GENERAL COLLEGE

BACHELOR OF SCIENCE

D. Kendall Albert
 John Allen Anthony
 Stanley Frank Applebaum
 James Everett Arnold

Jewel Eliot Clark, Jr.
 Thomas D. Coats
 William Joe Coffman
 Betty Jo Cole
 Sol Colsky

James L. Ashcraft
 Lucile Dillard Barron
 Frank L. Berry
 Robert Smith Black

Camille Alice Colvett
 John Harry Corbet, Jr.
 Joe Ann Corbitt
 Elizabeth May Cornelius

Margaret Nell Bowdon
 James Grady Bowen
 Katherine Virginia Bradshaw
 Zora Johnson Brister
 Billie Sue Broadfoot

Culvert Carter Craddock
 Joy Crawford
 Robert Spicer Crenshaw
 Otis Kiser Cunningham

Diana Jean Brown
 Edward Alfred Brown
 Jo Ann Brown
 Jim D. Carlson

Barbara Anne Dalton
 Denise Marcelle Davidson
 Stanley C. Davies
 Byron Davis

Brooxie Carlton
 Betty Jean Carter
 Evelyn Mary Cattaneo
 Earl Wynne Chancellor

William Joseph Deere
 Nathalia Maxine Dillon
 Roy E. Dixon
 Thelma M. Dolan

GENERAL COLLEGE—Continued

BACHELOR OF SCIENCE

Grace Gilberta Dowda
Jo Ann Dunlap
Miriam Eaton
Bonnie Ellis

Parker Ellis
Edwin H. Emerson, Jr.
Mary Todd Evans
Milton V. Evans
Roland Robert Eveland

Howard Lee Ezell
John Ross Fantz
Betty Jane Farnham
Irving P. Filderman

James Thomas Flynn, Jr.
James Edward Fowler
Nancy Gayle Franklin

Annie Shearin Frye
Jimmy A. Ganong Jr.
Olive Pearl Barlow Geiger
Loyce N. Gilliam
Frederick Coleman Goldsmith

M. Jay Goldstein
Dixie Motier Golladay
Grace Lou Osoinach de Gonzalez
Clarence Travis Gordon
Herbert Eugene Gowdy

Norma Rose Greaber
Marvin Carl Griffith, Jr.
Ray Mellette Grooms
Geraldine M. Grutsch
Judith Vickey Gurganus

Allee Bonner Hamilton
Reed Davenport Hamman, Jr.
Joseph Rewis Hargraves
Ronald L. Harrison
Sarah Olive Harrison

Zilla Hawkins
Alvis Charles Henderson, Jr.
James Anthony Henderson
Emma Claire Henry
Robert M. Hensley, Jr.

Shirley Jane Herring

Robert Irl Hicks
Celeste W. Higginbottom
John R. Hirschmann, Jr.
Charles A. Homra

Patricia Horne
George Pierre Howard
Charles Monroe Howell
Helen Faye Hudson
Thomas M. Hughes

Verna Marie Humphrey
Archie Hyde
Edgar F. Jacobs, Jr.
Billie Joyce Jackson
Samuel Clark Johnson
Sue Jean Gibson Johnson

Elizabeth Kenkel
Sidney M. Kennedy
John L. Koelz
Beverly L. Laidlaw

Roland Duane Lancaster
John Elma Lee
Jennie Mae Linebarger
Mattie V. Linebarger
Mary Elizabeth Loomis

Johnnie Hugh Lovelady
Bobbie Jeanne Lynch
James Francis McCalen, Jr.
Claude Patrick McCollum
Frank M. McCroskey

Beverly Sue McCullough
Jean Claire McDermott
Bonnie Ferguson McMullen
Albert Traylor McRae
William M. Martin

Billy Roy Mears
Gisela Mendel
William Edgar Meredith
Dudley Benjamin Miller
Mary Gardiner Miller
Peggy Jeanne Miller

Rose D. Miller
Allan Reed Mitchell
James G. Moffett

GENERAL COLLEGE—Continued

BACHELOR OF SCIENCE

Hubert Rex Moody
Alex Winford Moore
Joseph Lee Morgan
James R. Murphy, Jr.
Phil Anthony Muth
Glendon Dale Nichols

Frances Cleo Parker
Joe Franklin Pate
Mable M. Patterson
James Gustav Paulat
Fred Roane Penick

Tommy Reid Perkins
Brooksie Wilbourn Peters
John Stanley Peterson
Elmer L. Phillips
Mary Lucille Poe

Connie Sue Pope
Margaret C. Pope
Ann Elizabeth Powers
Henry Lee Presley
Louis Alexander Pritchett

Mary Frances Ramsey
Elmer P. Ray
Vivian Ray
Annabel Miller Raymond
Nancy Anne Redfearn

John A. Redick
Bobby J. Riddick
Elizabeth Ann Ross
James Thomas Sanderson

Marilyn Irene Sanford
Christ Tom Sanidas
Eddie L. Shaw
Frank David Shearin
Martha Jeannine Sheats

Griffin Taylor Shoffner
Joanne Short
Haywood Robert Smith

Lucille Smith
William Lee Spencer

Helen Margaret Stahl
Ida Wills Stanton
Marian Turner Stephenson
Maude Payne Stevenson
John Henry Still

Phyllis Ann Stimbert
Virginia Leigh Sullivan
John Wise Swepston
Carmen Anne Tarr

Margaret Jewel Atkins Tidwell
Bernice Reddick Tritt
Barbara Dean Trotter

Glenn H. Turpin
Ruth Fariss Vaughan
William Tucker Walker
Shirley Jean Wallace
Eva Jane Wallis

Sabina Wandersman
Joe Landers Watson
Pete Webb
Carolyn Dean White
Robert Lee White

Mildred Finger Wilkerson
Ann Cook Williams
Anna Lou Watson Williams
Hollis H. Williams
Margaret Wood Williams

Bettye Perkins Wilson
Donald Clayton Wood
Freddie Wayne Wood
Ora Lee Wood
Joan Wright

Paul Richard Wyatt
Sylvia Deleene Yancey
Loyd Tennyson Yarbrough

INDEX

Admission, General Terms of	36
Advanced Standing	36
Alumni Association	26
Applicants for Admission	
Instructions	173
Application Form	174
Air Science and Tactics, Department of	43-45
Arts and Sciences, School of	46-95
Admission Requirement	47
Concentration Groups	48
Degrees	46
Departmental Major and Minor Requirements	48, 49-53
Lower Division Requirements	47
Upper Division Requirements	48
Prospective Teachers	49
Associations, Member of	1
Athletics	34
Auditorium, College	24
Awards	29
Business Administration, School of	96-119
Admission Requirements	98
Degree Requirements, General	98
Lower Division Requirements	98-99
Upper Division Requirements	100-101
Calendar	2
Calendar, College	3
Classification of Students	39
Clubs, College	29
College Administration	8
Administrative Officers	8
Directors of Schools	8
Administrative Staff	8
College Organization	42
Conduct	26
Cooperation with Public Schools	26
Courses	
Absence from	40
Change of	40
Course Numbers	42
Dropping	40
Withdrawal from	40
Credit, Correspondence or Extension	38
Credit, Unit of	39
Credit Load	39
Dean's List, Qualifications for	41
Dean's List	153-154
Degrees Conferred	37
Division of Instruction	
School of Arts and Sciences	46-95
School of Business Administration	96-119
School of Education	120-152
Departments of Instruction—Courses	
Accounting	102-105
Air Science and Tactics	43-45

Applied Art	53
Art Education	134
Biology	53-57
Classical and Modern Languages	58-60
French	59
German	59
Latin	58
Spanish	60
Curriculum and Instruction	127-135
Educational Administration and Supervision	152
English	61-67
Health and Physical Education	136-140
History	68-71
Home Economics	141-143
Industrial Arts	144-146
Journalism	65-67
Library Service	134-135
Management and Finance	106-110
Marketing	111-113
Mathematics	72-73
Music	74-80
Music Education	147-150
Philosophy and Psychology	81-82
Physical Sciences	83-85
Chemistry	83-84
Physics	84-85
Secretarial Science and Office Management	114-119
Social Sciences	86-91
Economics	87
Geography	87-89
Political Science	89-90
Sociology	90
Speech and Drama	92-95
Training School	151
Dormitories	23
Education, School of	120-152
Admission Requirements	120-121
Degree Requirements	121
Degree	120
General Educational Program	121
Professional Education Program	122
Major Requirements	122
Certification Requirements	122
Directed Student Teaching	130-131
Entrance Credits	36
Entrance to College, Methods	36
Extension Division	38
Faculty Committees, 1953-54	9
Faculty Roster	
College	10-19
Training School	20-21
Fees, Payment and Refund of	35
Fees, Special	
Registration	34

Late Registration	35
Summer Session	34
Special Students	34
Fees For Private Lessons In Music.....	35
Room Rent	35
Late Examination	35
Transcript	35
Diploma	35
Breakage and Material	35
Fees and Expenses	34
Fraternities, Social	29
Fraternities, Honorary	31
Fraternities, Professional	32
General Requirements for Graduation	37
Grades and Grade Points.....	39
Graduates (1953)	159-162
Graduate School	23
Graduation, Deferred	38
Graduation with Distinction.....	37
Hazing	26
Health Center	25
High Schools, West Tennessee	5
Historical Statement of College.....	22
Honor Roll, Qualification for.....	41
Honor Roll	155-158
Loan Funds	27
Musical Activities	33
Organization of College.....	42
Placement Service	26
Plant, College	23-25
Auditorium	24
Administration Building	23
AF ROTC Building	24
Bookstore	25
Cafeteria	24
Gymnasiums	24
Hayden Hall	24
Industrial Arts Building	24
Library	23
Manning Hall	23
Power Plant	24
Scates Hall	23
Student Center	24
Training School	24
Women's Dormitory	23
Veterans' Housing	24
Post Office	25
Pre-Professional Curriculum, Three Year.....	41
Pre-Professional Study	
Dentistry	41
Engineering	41
Law	41
Medicine	41
Optometry	41
Pharmacy	41
Probation	40

Purpose of College.....	22
Railway and Baggage.....	26
Room Reservation	25
Scholarships	28
Scholastic Standards	40
Scholastic Year, The.....	36
Sororities	29
Speech and Dramatic Activities.....	33
Special Advantages	26
State Board of Education.....	4
Student Activities	29
Student Government	29
Student Publications	33
The De Soto	33
Imagine	33
The Tiger Rag	33
Superintendents, West Tennessee.....	4
Supervisors,—West Tennessee	7
What Students Furnish.....	25
When to Enter.....	25

INSTRUCTIONS TO APPLICANTS FOR ADMISSION

- 1—If you are entering college for the first time, request your high school principal to mail an official transcript of your credits to the Registrar's Office, Memphis State College, Memphis 11, Tennessee. If you are transferring from another college, request the registrar to mail an official transcript of your credits to the registrar of Memphis State College. This request should be made at the time that your application for admission is mailed and at least **thirty days before the date you expect to enter.**

Upon receipt of your application and the proper credentials from the last school or college attended, the registrar will mail you a notice stating whether or not you have been approved for admission to Memphis State College. He cannot notify you of your acceptance until he has received proper credentials.

- 2—A College Health Service Medical Report form will be sent to you. This form must be completed by a licensed physician and returned to the College Health Service at the time of registration.

(Continued on next page)

I hereby apply for admission to Memphis State College for the:
1st semester, 2nd semester, or summer session of 195____. (Please underscore)

I plan to enroll in the School of (a) Arts and Sciences, (b) Business Administration, (c) Education (underscore one).

I was (or will be) graduated:_____ (date)
from_____ High School of

Address

I have completed_____ semester hours of college work at
_____ College and am entitled to honorable
dismissal from all colleges attended.

I am enclosing ten dollars (\$10.00) room reservation fee for a
room in_____ dormitory for the_____
semester, 195____. This fee is to be applied to the rental of the room.

Signature_____

Address_____ Date_____

3—If you plan to live in one of the dormitories, make your room reservation at the time you apply for admission by sending a fee of \$10.00. Room reservations will be made in the order in which applications are received. Women students should send the reservation fee to the Dean of Women; men should send it to the Dean of the College.

Upon registration, married veterans are eligible to apply to the Memphis State College Housing Authority for an apartment.

4—During registration the director of your school will assign you to some member of his staff for counseling.

5—Become familiar with the college catalog, especially with the requirements of the curriculum you plan to follow and with the course offerings in the departments in which you will major and minor. Students are responsible for all information published in the catalog on such subjects as registration for and dropping of courses, class attendance, discipline, and student activities.

